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ABSTRACT

This self-study report from Metropolitan Community College (MCC) (Nebraska) was submitted to the Higher Learning Commission of the North Central Association of Colleges and Schools for continuous accreditation. Report highlights and statistics include: (1) the College's 3 campuses and 2 centers serve an area of 1,496 square miles and an estimated population of 641,120; (2) in 2000-2001, MCC served 25,527 credit students and 18,569 non-credit students; (3) the College's minority enrollment in fall 2001 was 21.4%; (4) between the 1992-1993 and 2000-2001 academic years, MCC granted more than 5,700 associate degrees and 1,500 certificates in over 100 majors or areas of emphasis; (5) during the fall quarter of 2001, 56% of students were female; (6) as of March 2002, 682 full- and part-time staff were employed at the College, an increase of 29% since 1997; (7) of the 176 full-time faculty, 88% have a bachelor's degree or higher; and (8) both revenue and expenditures for 2000-2001 were about $43 million each. Appendices include a Self-Study Committee Membership list and organizational chart, a Board of Governors profile, and a glossary. (Contains 65 tables/figures.) (EMH)

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Jerry Moskus, Ph.D.
President

Metropolitan Community College Self-Study

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Metropolitan Community College
Administrative Offices
P.O. Box 3777
Omaha, Nebraska 68103-0777
Telephone 402-457-2400
800-228-9553
www.mccneb.edu

Submitted in Partial Fulfillment of Requirements
for Continuous Accreditation by:

Higher Learning Commission of the North Central
Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, Illinois 60602-2504
Telephone 800-621-7440
312-263-0456
Fax 312-263-7462

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Contents

iii **Contents**

ix **Figures and Tables**

11 **Chapter 1: Introduction**
Overview
Service Area Profile
Overview of the Four-County Service Area, Growth, Projected High School Graduation Rates, Ethnicity, Four Counties per Capita Personal Income, Omaha Economy, Employment Trends in Nebraska: 1996-2006
History of Metropolitan Community College
Accreditation History
Significant Institutional Changes since 1992
Responses to the 1992 Self-Study Concerns
Purposes of the Self-Study
Self-Study Process
Committee Structure, Criterion Committee Selection Process, Self-Study Report Process, Self-Study Timeline, Self-Study Report

25 **Chapter 2: General Institutional Requirements and Federal Compliance**
Introduction
General Institutional Requirements
Mission, Authorization, Governance, Faculty, Educational Programs, Public Information
Federal Compliance Program
Higher Education Reauthorization Act, Advertising and Recruitment Materials, Written Student Complaints
Conclusion

33 **Chapter 3: Criterion 1–Mission**
Introduction
Mission Statement
Purposes
Communicating MCC's Mission and Purposes
Publications, Electronic Sources
MCC: Comprehensive Community College
Mission-Related Survey Results
MCC Employee Climate Studies, Community Perception Assessment, Student Survey Findings
Strategic Planning
2001-2003 MCC Strategic Initiatives
Freedom of Inquiry Support
Conclusion

39 **Chapter 4: Criterion 2–Governance**
Introduction
State Governance
Coordinating Commission for Postsecondary Education
Institutional Governance
Board of Governors, Board Policies and Procedures Memorandums, Administration and Organizational Structure, Executive Team
Decision-making Processes
MCC's Decision-making Framework, Employee Perceptions: Decision-making Processes
Shared Governance
College Action Committees, College Councils, Restructuring Shared Governance, Educational Services Leadership Group
Communication with Students

Communication with Employees
Communication Avenues, Written Publications and Electronic Communication, Educational Services and Communication
Conclusion

51 **Chapter 5: Criterion 2–Human Resources**
Introduction
Students
Age, Gender, Student Ethnicity
Human Resources: Practices and Procedures
Hiring Practices and Procedures, Human Resource Policies, New Positions, Screening Committees, New Employee Orientation, Exit Interviews, Starting Pay Rates, Compensation, and Benefits; Part-time Employees
Employees
Staffing, Grant-Funded Positions, Collective Bargaining, Employee Satisfaction
Employee Diversity
Gender, Ethnicity
Qualified Personnel
Faculty, Adjunct Faculty, Administrators
Professional Development
Conclusion

65 **Chapter 6: Criterion 2–Physical Resources**
Introduction
Campuses
Fort Omaha Campus, South Omaha Campus, Elkhorn Valley Campus
Leased Agreement Sites
Sarpy Center, Fremont Center
External Facility Utilization
Offutt Center, Nebraska Correction Education Connection, Opportunities/Jobs/Careers, Workforce Development Institute™, Continuing Education
Academic Resources, Technology, and Institutional Equipment
Administrative Computing Services, Telephony, WAN, Network, Computers, Computer Labs, Technology Classrooms, Library Facilities, Learning Centers
Safety
Public Safety Department, Emergency Planning
Facilities and Grounds Maintenance
Public Perception and Facility Location
1995 Master Facility Planning Accomplishments
2003 Master Facility Planning
Future Development
Conclusion

79 **Chapter 7: Criterion 2–Financial Resources**
Introduction
Financial and Administrative Management Office
Accounting Practices
Fund Accounting, Types of Funds
Budget Process
General Fund Sources of Revenue
State Aid and Local Taxes, Tuition Rates, Grants, MCC Foundation
Expenditures
Expenditure History, Reserves, Institutional Audits
Conclusion

89 **Chapter 8: Criterion 3–Instructional Programs**
Introduction
Student Goals and Reasons for Selecting MCC
Educational Goals, Students Select MCC
Student Enrollment
Student Headcount and Credit Hours, Noncredit Student Headcount and Contact Hours, Enrollment by Counties, Annual Percentage Distribution of Majors
Commitment to Excellence in Teaching
Teaching Frameworks, Outstanding Teaching Awards
Developmental Education
Academic Foundations Courses, Adult Basic Education and General Equivalency Diploma, English-as-a-Second Language, Reading and Learning Skills; Developmental English, Mathematics, and Science
Liberal Arts/Academic Transfer
Passport Program
General Education
Degree Offerings
Associate in Applied Science Degree (AAS), Associate in Arts Degree (AA), Associate in Science Degree (AS), Associate in Science in Nursing Degree (ASN), Certificates and Diplomas
Externally Accredited Programs
Career Programs of Study
Business Career Programs, Computing Technologies Career Programs, Health Career Programs, Industrial and Commercial Trades Career Programs, Service Career Programs, Visual Arts Career Programs
Support for Student Learning
Learning Centers, Tutoring Services, Computer Labs, Bookstores
Instructional Support Services
Library Services, Curriculum Design Studio, Instructional Design Services (IDS), Information Technology Services (ITS)
Community-Learning Connections
Program Advisory Committees, Workforce Development Institute™, Continuing Education, Correctional Facilities, International/Intercultural Education
Educational Services Budget Support
Instructional Services Survey Results
Conclusion

115 **Chapter 9: Criterion 3–Student Services**
Introduction
Student Services' Mission and Purposes
Student Services: A One-Stop Approach
Academic Advising and Counseling, Assessment and Testing Services, Career Services, Cashiering Services, Financial Aid and Veteran Services, Special Support Services to Students, Student Retention Services, Single Parent and Homemaker Services
Enrollment Management
Outreach and Recruitment Activities and Events, Central Records, Registration Services, International Student Admissions, Student Online Services, Web Advisor, Student E-mail
Other Services for Students
Transfer Initiatives, Resolving Student Concerns and Complaints
Student Life
Student Organizations, Student Recreational Activities, Ex Officio Board of Governors Student Representative
Student Services Survey Findings
Conclusion

127 **Chapter 10: Criterion 3–Outcomes Assessment**
Introduction
MCC Outcomes Assessment
Overview, History of MCC Outcomes Assessment, MCC Outcomes Assessment Process, HLC's Outcomes Assessment Criteria
Level of Implementation Achieved
Building on Assessment
Budgetary Implications
Conclusion

135 **Chapter 11: Criterion 4–Organizational Stability and Planning**
Introduction
Leadership Stability
Board of Governors Leadership, President, Executive Team Leadership, Educational Services Leadership, Student Services Leadership, Student and Instructional Services Leadership, Finance and Administrative Leadership, Planning and Institutional Advancement Leadership
Institutional Stability
Financial, Future Predictions on Revenue Stability and Changes, Student Enrollment Projections, Projected Enrollment Yields, Projected Continuing Education Enrollment Yields, Assumptions for Maintaining Current Yields, Possibilities for Increasing Current Yields, Unknowns
MCC Planning Process
Educational Services Area Plans, Institutional Effectiveness, Building on Outcomes Assessment, Improvement through the Self-Study Process
Conclusion

147 **Chapter 12: Criterion 5–Integrity**
Introduction
Integrity in Writing
Board Policies and Procedures Memorandums, External Marketing Materials, Contracts and Bidding Process, Publications for Students, Grading Policies and Practices, WIN-AHEAD Program
Postsecondary Articulation Agreements
Postsecondary Articulation Agreement Categories, Postsecondary Articulation Expansion, Postsecondary Articulation Communication
Secondary Articulation Agreements
Secondary Dual Credit Agreements, Tech Prep
Secondary Education Programs
Upward Bound Program, Opportunities/Jobs/Careers, Facilities Partnerships, Continuing Education Off-Campus Locations
Integrity in Action
Advisory Committee on Ethics and Conduct of the Board, Whistleblower Policy and College Ombudsperson
MCC and Diversity
Diversity and Equity Officer, Diversity Steering Panel
Diversity and Employee Perceptions
Conclusion

161 **Chapter 13: Request for Institutional Change, Distance Education**
Introduction
Rational for Institutional Change to Award Degrees at a Distance
Alternative Learning Solutions
Historical Data on Alternative Delivery Formats
Alternative Delivered Course Development
Jumpstart Initiative, Online Courses, Telecourses, Interactive Television
Faculty Commitment

Faculty Support and Training
Instructional Design Services, Online Courses, Interactive Television, Sponsored Events for Faculty
ALS Distant Education Policies
Evaluation and Assessment
Orientation and Student Preparation
Integrity of Accomplishments
Online, Telecourses, Distance Learning
Marketing and Publications
Library and Learning Resources
Library Resources, Monitoring of Learning Resources, Physical Resources for Students
Access to Student Services
Support Services
Academic Advising, Bookstore, Career Counseling, Financial Aid, Registration and Other, Technical Support, Tutoring
Facilities and Finances
Long-range Planning
Conclusion

175 Appendices

Self-Study Committee Membership List, I
Self-Study Organizational Chart, II
Board of Governors Profile, III
Board of Governors Standing Committees, IV
Executive Team Organizational Chart, V
Acronym Glossary, VI

Figures & Tables

Figure 1.1 Projected Nebraska Population
Table 1.2 Percentage of Ethnicity
Figure 1.3 Per Capita Personal Income
Figure 2.1 Degrees and Certificates Awarded 1992-2001
Table 3.1 Mission Statement Changes from 1999 to 2001
Figure 3.2 Employee Contributions to College Goals
Table 3.3 1999-01 Institutional Goals Compared to 2001-03 Strategic Initiatives
Figure 4.1 Valued Shared Decision-Making
Figure 4.2 Employee Participation in Decision-making Process
Figure 4.3 CAC Survey Results
Figure 4.4 Employee Perceptions of Communication Effectiveness
Figure 5.1 MCC Student Profile–Gender
Figure 5.2 Student Profile-Ethnicity
Table 5.3 Average Annual Salary and Benefit Increases 1992-2000
Figure 5.4 MCC Employee–Average Age
Figure 5.5 MCC Employee Retirements
Figure 5.6 Full-time MCC Employees by Classification
Figure 5.7 Number of Full-time MCC Employees 1992-2002
Figure 5.8 Employees' Perception of Supervisory Support
Figure 5.9 Full- and Part-time Regular MCC Employees–Gender
Figure 5.10 Administrative Positions, Job Grades, and Gender
Figure 5.11 Full-time MCC Faculty Credentials 1992
Figure 5.12 Full-time and Adjunct MCC Faculty Credentials 2002
Table 6.1 Physical Campus Demographics
Table 6.2 Library Hours
Table 6.3 Public Perception Survey and Facilities
Table 7.1 Historical Patterns of College Revenues 1991-92 to 2000-01
Figure 7.2 2001-02 Tuition/Fees Per Semester Hour Comparison
Figure 7.3 2001-02 Tuition/Fees for Full-time (15 Semester Hours) Students
Figure 7.4 Income from Grants and Contracts: 1991-2001
Figure 7.5 MCC Foundation Revenue: 1992-2001
Figure 7.6 Revenue vs. Expenditures: 1991-2000
Table 7.7 Expenditures by Major Object Codes
Table 8.1 Student Educational Goals
Table 8.2 Reasons Students Attend MCC
Figure 8.3 Annual Unduplicated Credit Headcount: 1990-2000
Figure 8.4 Annual Credit Hours: 1990-2000
Figure 8.5 Annual Unduplicated Noncredit Headcount: 1990-2000
Figure 8.6 Annual Noncredit Contact Hours: 1990-2000
Figure 8.7 Four-County Service Area 2000-01 Enrollment
Figure 8.8 Percentage Distribution of Majors
Table 8.9 General Education Enrollment by Prefixes

Table 8.10 Accrediting/Approving Associations and Agencies of College Programs
Table 8.11 Business Enrollment by Prefixes
Table 8.12 Computing Technologies Enrollment by Prefixes
Table 8.13 Health Enrollment by Prefixes
Table 8.14 Industrial and Commercial Trades Enrollment by Prefixes
Table 8.15 Services Enrollment by Prefixes
Table 8.16 Visual Arts Enrollment by Prefixes
Table 8.17 Program Advisory Committees
Figure 8.18 WDI Headcount and Noncredit Contact Hours 1997-2001
Figure 8.19 Continuing Education Enrollment
Figure 9.1 Student Information Survey Winter 1998-99
Figure 9.2 Student Information/Student Satisfaction Survey 1999-2000
Figure 9.3 Student Information/Student Satisfaction Survey 2001-02
Table 10.1 Assessment Program Timeline to Date
Table 10.2 Outcomes Assessment Process
Table 10.3 Levels of Implementation Results
Figure 11.1 Projected Market Yield-Unduplicated Annual Credit Headcount
Table 12.1 Purchasing and Bid Process
Figure 12.2 Dual Credit Enrollment History
Table 12.3 Diversity Efforts at MCC
Figure 12.4 Valued Cultural Diversity
Figure 13.1 Alternative Delivered Course Enrollments (Duplicated Headcount)
Figure 13.2 2001-02 Grade Distribution

Beginning as a "store front" operation using temporary and rented facilities, MCC enrolled 2,430 credit students in 1974-75, its first year. From those 2,430 to 25,527 credit students today, MCC is one of the fastest-growing postsecondary institutions in the region. The college offers a wide variety of credit and noncredit courses, programs, degrees, certificates, and diplomas to a diverse population within its four-county service area.

Chapter 1

Introduction

Overview

Metropolitan Community College (MCC) is a comprehensive, full-service public community college supported, in part, by the taxpayers of Dodge, Douglas, Sarpy, and Washington counties within its service area. The college's purpose is to provide quality educational programs and services, primarily in career preparation and general education, to students of all ages and educational backgrounds. Based on headcount enrollment, it is the third largest postsecondary institution in Nebraska, and one of six community colleges in the state.

MCC offers more than 100 one- and two-year career program options, a wide array of student support services, developmental and adult basic education, continuing and noncredit education, as well as customized training for local employers. Since its establishment in 1974, MCC has grown to be a trusted educational institution providing access to higher learning opportunities to the local community.

The college has worked hard to achieve and maintain an appropriate balance between the various components of its comprehensive mission. Partnerships through articulation with secondary and postsecondary institutions have been critical to the success of MCC's transfer program. In addition, partnerships with local businesses have allowed the college to develop further a broad range of career programs.

The infusion of technology throughout the college has enabled MCC to provide greater and more efficient services to students as well as technologically advanced learning environments for both students and faculty.

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With multiple campuses, MCC is many colleges in one. Its unique blending of subcultures and common values provides an effective learning environment for students, faculty, and staff.

This self-study process has provided the college with an opportunity to reflect collectively on the last 10 years of its growth and development. The findings described and evaluated in this document provide evidence of the many things in which the college takes pride and the challenges it faces.

Service Area Profile

MCC's service area consists of a diverse population not only in ethnicity but also income. The Omaha and surrounding area's economy and growth potential contribute to making MCC a successful community college.

Overview of the Four-County Service Area

MCC's service area is comprised of four counties: Douglas, Sarpy, Dodge, and Washington. The college's local area serves 38% of Nebraska's population. The largest city in MCC's service area is Omaha, with a 2000 population of 390,007 (U.S. Census Bureau).

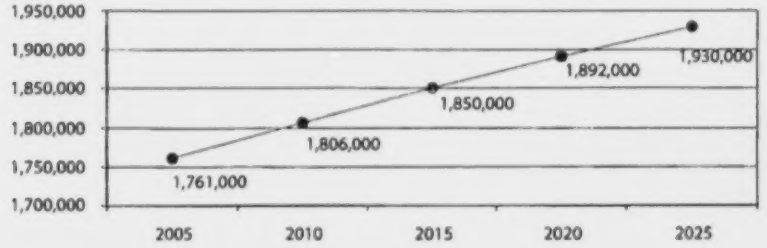
The college serves an area of 1,496.4 square miles and an estimated population of 641,120 in the four-county area (U.S. Census Bureau). In addition to Omaha, major population centers include Papillion, LaVista, and Bellevue in Sarpy County; Ralston and Valley in Douglas County; Fremont in Dodge County; and Blair in Washington County.

MCC has three campuses: the Fort Omaha campus, the South Omaha campus, and the Elkhorn Valley campus. It has two centers: the Sarpy Center and the Fremont Center. MCC also provides classes and services at Offutt Air Force Base in Bellevue. In 2000-01, MCC served 25,527 credit students and 18,569 noncredit students.

Growth

Between 1990 and 2000, the four-county service population increased by 13% compared to a state increase of 8.4%. The total state population is projected to show a slow, steady increase in the coming decades (U.S. Census Bureau).

Figure 1.1 Projected Nebraska Population



Projected High School Graduation Rates

According to the Coordinating Commission for Postsecondary Education's repc rt, *An Enrollment Profile of Higher Education in Nebraska*, the state is experiencing declining birthrates and will probably have a relatively small increase in high school graduates through 2011-12. In 1996-97, approximately 20,000 students graduated from high schools in Nebraska. The number of high school graduates peaked in 2001-02 at 23,000, up 14.5% from 1996-97. However, 2011-12 high school graduates will decrease to 21,159, up only 5.8% above the 1996-97 base of 20,000.

Ethnicity

Ethnic minorities represent approximately 17% of the total population of the four-county service area, with the largest minority population located in the Omaha metropolitan area. MCC's minority enrollment in the fall 2001 was 21.4%. MCC's percentage of minority students, overall, is larger than the metropolitan area's and in three out of five ethnic categories exceeds the service area's percentages.

Table 1.2 Percentage of Ethnicity*

Ethnicity	Service Area Population	Student Population
Asian	1.6%	3.7%
Black	9.1%	12.2%
Caucasian	83.2%	74.2%
Hispanic	5.9%	4.3%
Native American	0.5%	0.9%

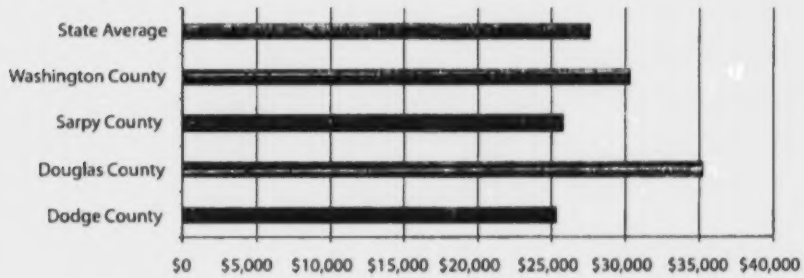
Sources: U.S. Census Bureau and MCC 2000-01 Annual Data Notebook.

**Some minorities self-identify as more than one ethnic category.*

Four Counties Per Capita Personal Income

According to the *Nebraska Data Notebook*, of the four counties in MCC's service area, Douglas has the highest per capita income with $35,186 per year and Dodge has the lowest with $25,370. The state average for 2002 is $27,630.

Figure 1.3 Per Capita Personal Income



Omaha Economy

The largest employment sector of Omaha is the service sector, which accounts for 34% of the city's total employment. Combined, services and trade (24%) comprise 58% of metro area employment, reflecting Omaha's status as a regional services and trade center.

One indicator most often used to gauge the health of a local economy is employment. Total employment in Omaha grew more than 28% between 1990 and 2001, compared to 18% at the national level. Omaha's well-diversified economy has kept the unemployment rate low. In April 2002, the Omaha unemployment rate was 3.7%, compared to the national average of 6%.

According to the U. S. Department of Commerce business survey, over 18,800 businesses are located in the Omaha metropolitan area. From 1990 through 2001, the area added over 93,630 jobs, an increase of 28.3%. Omaha is home to five Fortune 500 companies: ConAgra, Mutual of Omaha, Union Pacific, Berkshire Hathaway, and Peter Kiewit and Sons. Thirty-five other Fortune 500 companies have manufacturing plants or service centers in the metropolitan area. Almost 30 insurance companies, two dozen direct response/ telemarketing centers, and a number of other national and international firms are located in Omaha.

Employment Trends in Nebraska: 1996-2006

According to the Nebraska Department of Labor, industry employment projections for regions within Nebraska indicate employment should grow at an average annual rate of 1.3% between 1996 and 2006. Most of this growth will take place in metropolitan areas, particularly Lincoln and Omaha. Of the seven Nebraska regions, only the Omaha, Lincoln, and northeast regions will have an annual employment growth greater than 1%.

By the year 2006, the industry projected to lead job growth in the Omaha region is miscellaneous business services (5.5%). Also contributing significantly are computer and data processing services (4.5%), trucking and courier services (3.6%), and eating and drinking establishments (1.7%).

History of Metropolitan Community College

The current Nebraska community college system was created in 1971 when the Nebraska legislature created eight "technical community college areas" across the state. One of the areas was called the Eastern Nebraska Technical Community College Area, which encompassed Dodge, Douglas, Sarpy, and Washington counties. An area vocational technical school operated by the Omaha Board of Education already served part of this area.

In 1974, the legislature consolidated the original eight technical community college areas into six, and Metropolitan Community College was created. The same year, the programs, personnel, assets and liabilities of the former Omaha Nebraska Technical Community College Area merged with the Eastern Nebraska Technical Community College Area under a new title, the Metropolitan Technical Community College Area. In 1992, the state legislature changed the title to the Metropolitan Community College Area.

Beginning as a "store front" operation using temporary and rented facilities, MCC enrolled 2,430 credit students in 1974-75, its first year. From those 2,430 to 25,527 credit students today, MCC is one of the fastest-growing postsecondary institutions in the region. The college offers a wide variety of credit and noncredit courses, programs, degrees, certificates, and diplomas to a diverse population within its service area.

Accreditation History

During MCC's accreditation history, evaluation teams have visited the college seven times, and MCC has submitted three special reports since it applied for candidacy in 1974.

- MCC had its first evaluation visit in December 1974, which resulted in candidacy status approval in April 1975.
- In November 1976, the college hosted a biennial visit and was approved for continuing candidacy status and for moving toward accreditation.
- After the initial accreditation visit in November 1978, MCC was granted accreditation for five years in April 1979. However, a mandated focused visit was scheduled in 1980-81 to fulfill the requirements of initial accreditation.
- Based on the April 1981 mandatory focused visit, the visiting team thought the college had not yet resolved issues raised earlier: developing a long-range master plan and reducing the Board of Governors' involvement in administrative matters. A follow-up focused visit was scheduled for the following year.
- In March 1982, the visiting team conducted a focused visit and concluded that the college had addressed the master planning concern but had not fully addressed the concern about board involvement in administrative matters. Because of this, the next comprehensive visit was moved forward one academic year to Spring 1983.
- In March 1983, the first evaluation visit for continued accreditation occurred. The commission stipulated that the college submit a five-year status report in 1987-88.
- In October 1992, a second evaluation visit for continued accreditation occurred. The visiting team recommended a 10-year continuing accreditation status with the next scheduled visit occurring in 2002-03. However, the college was required to provide a detailed description of its institutional program for the assessment of student academic achievement during 1995-96. In May 1996, the college submitted the requested report, which was subsequently approved. Information about previous visits and reports is available in the Resource Room.

Significant Institutional Changes Since 1992

Major changes since the 1992 self-study are summarized below and addressed in appropriate chapters.

1993 The transfer program was expanded to the South Omaha and Elkhorn Valley campuses.

1994 The Student Services division was restructured to enhance services to students.

1995 MCC's 1995 master facilities plan was completed. The structure of the Executive Team was expanded.

1997 Dual credit hour offerings at area high schools were initiated.

1998 Computer access for students, faculty, and staff significantly increased due to the 1995 Information Technology master plan. The college implemented a "one-stop" approach for student services at all locations.

1999 The Educational Services division was restructured. Online courses were launched. In partnership with the City of LaVista, the Sarpy Center was built as a shared facility.

2000 MCC began an institutional effectiveness process. The second president of the college retired after 20 years of service.

2001 The Board of Governors appointed a new president. Enrollment Management launched an online registration process and a comprehensive student services Web site. MCC's acquisition of lands for potential development in Fremont and of property adjacent to the South Omaha and the Fort Omaha campuses positioned the college for growth. Due to tremendous growth of articulation agreements with other postsecondary institutions, MCC hired its first articulation coordinator. MCC acquired a land option site from the Bellevue Public Schools for potential growth in Sarpy County. The college initiated a facilities master plan to provide direction.

Responses to the 1992 Self-Study Concerns

The 1972 self-study resulted in a 10-year continuing accreditation. The 1992 evaluation team identified seven concerns (listed in blue) that the college has addressed (in black) over the last 10 years.

1 **The college currently has authority to offer the transfer program at the Fort Omaha campus only. Every effort should be extended to expand the authority of the college to offer the transfer program throughout the college's service area.**

Nebraska Statute 85-963 governs community college transfer programs. Within this statute, the legislature gives the Coordinating Commission for Postsecondary Education (CCPE), a state higher learning agency, the authority to allow the college to offer transfer programs at other campuses.

At the time of the 1992 site visit, the statute allowed MCC to offer transfer programs only at the Fort Omaha campus. In March and April of 1993, the CCPE approved the expansion of MCC's academic transfer program to the Elkhorn Valley and South Omaha campuses but placed conditions on the college.

The college was requested to report annually for five years on the following:

- Student enrollment in the academic transfer program;
- Additional faculty, administrators, and support staff to accommodate the academic transfer program expansion;
- Additional expenditures for telecommunications support of its academic transfer program; and
- Affirmative actions taken so that minority representation in the academic transfer program was equivalent to the representation of minorities in the MCC service area.

The college submitted annual reports for five years addressing those requested areas, which subsequently were approved by Nebraska's CCPE. Currently, the college has formal articulation agreements with 13 institutions, and enrollment in transfer-oriented offerings is growing at the Fort Omaha, South Omaha, and Elkhorn Valley campuses.

2 **The institution has in place a number of elements relating to student academic achievement, but has not yet conceived a process to bring the elements together into a comprehensive, systematic program producing information that leads to continual educational improvement.**

Because of the 1992 site visit, the college was required to provide a special report with a detailed description of its institutional program for the assessment of student academic achievement. In 1996, the college submitted an assessment plan that outlined its working program of assessment and, subsequently, was approved.

Since submitting the plan in 1996, Educational Services has gone through numerous leadership changes and restructurings that have created institutional challenges in implementing the plan. With increased understanding, a faculty-driven Outcomes Committee, under the direction of the vice president of Educational Services, has developed and made significant progress in implementing an assessment program for all academic areas. MCC's outcomes assessment program is addressed in Chapter 10: Criterion 3–Outcomes Assessment with documentation available in the Resource Room.

3 **The college needs to work on making its internal communication more timely and effective. Communication with both students and employees needs to be strengthened. Not only do people need to be continuously apprised of happenings at the institution, but they also need to feel more a part of deliberations on issues and change.**

Since 1992, the college has implemented a variety of strategies to enhance communication with employees and has increased opportunities for employee participation in discussions addressing institutional issues and change. Some of these strategies have included:

- Communication roundtable sessions facilitated by the Educational and Community Services Council were offered to all employees during 1999-01. During these sessions,

employees voiced concerns about communication issues and offered possible solutions. The results of the sessions were then forwarded to appropriate personnel. The final report is available in the Resource Room.

- The college has significantly increased its ability to disseminate information in a timely manner throughout the institution. In the last 10 years, the college has launched an Intranet Web site, established a help desk to assist employees and students with electronic equipment, implemented e-mail and voice mail systems throughout the organization, created "public folders" access via the college's e-mail system, and converted the weekly employee newsletter, *Inside Story*, to a twice-weekly electronic format.
- The revision of the College Action Committees, along with the creation of College Councils in 1996, has not only increased MCC's ability to provide more timely and effective communication with staff but has also served as an avenue for employee empowerment and shared decision-making. In an effort to further strengthen communication, the College Action Committees and College Councils will undergo extensive revision in 2002-03.

Communication with students has increased in quantity and quality. The college recently filled a new student communication specialist position to create a comprehensive student communication plan. Additional steps taken to improve student communication include:

- Student focus groups to gather student input addressing communication issues;
- Welcome letters to new students each quarter;
- Examination of the need for student government;
- Student organizations Web site;
- Student e-mail accounts;
- Ex officio student membership on the Board of Governors;
- MCC Web page/transcript request feature; and
- Student Services Web page.

Communication efforts are further discussed in Chapter 5: Criterion 2–Governance.

4 **The issue of diversity is of major importance to the college. Certain segments of the college community, however, need to be more actively involved and more closely connected to the implementation process, particularly as it relates to hiring practices.**

MCC has implemented numerous strategies to address this issue. In 1992, the college formed the Diversity Steering Panel as part of a strategic goal. Chapter 12: Criterion 5–Integrity provides additional information. MCC's screening committee process (see Chapter 5: Criterion 2–Human Resources for more information) helps to ensure minority

representation during MCC's hiring procedures. The college also filled a newly created position of the diversity and equity officer, whose function is to develop additional strategies for hiring a more diverse employee population. This position and its responsibilities are further addressed in Chapter 12: Criterion 5–Integrity.

The college has been somewhat successful in increasing minority employee representation as evidenced in Chapter 5: Criterion 2–Human Resources, especially among faculty. In 1992, 3% of full-time faculty members were minorities. In 2002, minorities comprised 10% of the total number of full-time instructors. Compared to the metropolitan minority population of approximately 17%, MCC has room for growth in faculty representation, however, the college has taken positive steps in attracting and retaining qualified minority employees. See Chapter 8: Criterion 3–Instructional Services for some of those approaches.

5 **Although, for the most part, classroom and laboratory space seem fairly adequate for the institutional needs of today, the team is concerned that the demands of future enrollments and programming may soon lead to a situation where the lack of adequate instructional space may negatively affect the quality of the college's offerings. The college needs to develop detailed plans to address these needs and then find ways to implement them systematically.**

Because of MCC's growth in the last 10 years, this concern identified a real need the college pursued. A facilities master planning study was initiated in 1992 and completed in 1995. Study results provided the college with a clearer direction in its remodeling but were limited in identifying priorities for expansion. A number of large projects were completed based on this study. See Chapter 6: Criterion 2–Physical Resources for a listing.

One significant result of the 1995 facilities study was the creation of technology classrooms distributed throughout the college's campuses. In addition, a permanent facility, the Sarpy Center, was opened in 1999. The Sarpy Center is addressed in Chapter 6: Criterion 2–Physical Resources. MCC is currently conducting a 2003 facilities master planning study to move the college forward in determining and prioritizing the best use of its current and potential space. Chapter 6: Criterion 2–Physical Resources addresses these issues.

6 **Record keeping and reporting, at all levels from divisional to institutional, require attention. Faculty, staff, and administrators must know how and where to locate reliable data concerning institutional activities and resources as a basis for evaluation, planning, and discussion of common concerns.**

MCC has taken strides in addressing this concern. In 1995, the college created an Information Technology Services (ITS) department to address its technology infrastructure. The computer services department was transformed into Management Information Systems (MIS), which focuses on the college's application of electronic data collection. MIS has been a vehicle for formalizing and documenting workflow along with making data more accessible to employees. In January 2000, MIS launched Release 16 of Colleague, the

college's administrative software from Datatel, Inc. (In 1983, the college was among Datatel's 13 first clients and the first community college nationwide to use Colleague.) Release 16 is the most comprehensive release of Colleague since its inception.

To formalize MCC's documentation workflow process and as part of the Release 16, almost all administrative department workflows were identified, diagramed, and reworked to fit the new workflows of Release 16. Registration, accounts payable, cashiering, grading, student records, advising, and curriculum management substantially changed as part of the conversion. In many ways, it was equivalent to purchasing a brand new administrative software system. Not only did existing workflows change, but also new workflows were created. See the Resource Room for a listing of new workflows.

MIS also created a Web site to provide employees easier access to pertinent college data (http://metroweb.mccneb.edu/mis). In conjunction with the Office of Institutional Research, MIS provides quarterly and yearly data summaries and survey results on its Web site (http://metroweb.mccneb.edu/ir/default.htm). These activities have enabled employees to better locate college data in more usable formats using minimal effort.

7 **There is no systematic involvement of the faculty in the selection of library materials.**

The library staff have developed a variety of techniques to keep faculty involved in material selection. Library supervisors communicate regularly with instructors regarding resources for students. Faculty members are always encouraged to suggest additions to the library collection. As online databases are considered for the library, instructors receive login information and are encouraged to provide feedback to library staff. Steps to involve faculty in the library selection of materials process include:

- Faculty in specific program areas are invited on a quarterly basis to review the library collection and discuss improvements;
- Library staff attend meetings of the Teaching and Curriculum Committee to discuss library materials and issues;
- Library staff prepare and present orientation to new faculty and emphasize faculty selection of materials;
- Library staff attend Educational Services meetings to discuss the selection of materials and other issues with program faculty;
- An online acquisition form for new materials is available for faculty use at the library's Web page (http://www.mccneb.edu/library/purchrequest.htm);
- Library staff developed a faculty handbook that stresses reliance on faculty input; and
- Library staff distribute notices about new materials to faculty.

Further support is presented in Chapter 8: Criterion 3–Instructional Services. All documentation relating to the seven concerns identified in 1992 is located in the Resource Room.

Purposes of the Self-Study

MCC's self-study process was a learning experience for all-employees, students, and the community. To ensure this learning experience, the Self-Study Steering Committee defined the institution's self-study purpose as threefold:

- **Inclusive.** To create an inclusive environment by making the self-study process available to 100% of MCC's employees by actively communicating throughout the college;
- **Integrated.** To take advantage of MCC's existing systems by integrating the self-study process within the college's overall system of continuous improvement; and
- **Accurate.** To ensure that the self-study report accurately reflects both MCC's strengths and challenges in guiding it to become a better institution.

The Self-Study Steering Committee established guidelines for the institution as it proceeded through the self-study process. These guidelines are available in the Resource Room.

Self-Study Process

Committee Structure

MCC's self-study committee structure consisted of a Steering Committee, a Coordinating Committee, nine criterion committees, and two teams (Resource Room and Site Visit Host). A communication team and an editing team were planned, however, as the process evolved, the self-study coordinator addressed all communication activities, and the Executive Team assumed editing responsibilities with input from constituents reviewing drafts.

- **Steering Committee.** This committee oversaw all aspects of the self-study and guided the process to ensure that all necessary systems were in place for the self-study to be successful. The committee also reviewed initial drafts pertaining to the criteria.
- **Coordinating Committee.** This committee, consisting of criterion chairs, co-chairs, the self-study coordinator, and members-at-large, closely monitored the day-to-day activities of all criterion committees and teams. It reviewed and evaluated all generated data.
- **Criterion Committees.** Each criterion committee was responsible for a designated criterion, one aspect of a criterion, and/or the General Institutional Requirements (GIRs). Committees collected and analyzed data, completed topic worksheets, submitted evidence to the Resource Room, and summarized materials. A member of the Steering Committee served as a liaison on each criterion committee.
- **Resource Room Team.** This team organized and managed all necessary Resource Room documentation and evidence for the site visit.
- **Site Visit Host Team.** This team managed the logistics of the self-study site visit.

Refer to the appendices for a listing of committee memberships and the self-study organizational chart.

Criterion Committee Selection Process

The Steering Committee selected and appointed criterion chairs and co-chairs from a nomination list. Self-selection and invitation determined membership in each criterion committee and team. Each chair and co-chair also assisted in determining the selection process for his or her respective group. Representatives from the three campuses and two centers volunteered to serve on the self-study committees.

Self-Study Report Process

The following is a systematic description of how data were gathered, analyzed, and then integrated into the self-study report. A criterion committee selected topics under study relevant to its criterion and completed topic worksheets. Data were collected on these topics and analyzed. Over 200 full-time employees contributed to the report process by collecting data, participating in interviews, and providing information. Topic worksheets with supporting evidence and a list of all employee contributors to the self-study report are available in the Resource Room.

The Coordinating Committee reviewed the topic worksheets and approved content for thoroughness or returned them to the committees for revisions. After topic worksheets were approved, the self-study coordinator incorporated the findings into the writing of the report. Each chapter was then reviewed by the Steering Committee for content, and recommendations for improvement were determined. Changes suggested by the Steering Committee were incorporated into the document. Finally, the Executive Team reviewed the comprehensive first draft and suggested additional changes, which were also incorporated. Throughout the process, drafts of each criterion were posted on the college's Intranet Web site for employee review (http://metroweb.mccneb.edu/nca/home.htm).

During 2001-02, all full-time employees participated in staff development sessions by discussing and reviewing each criterion's strengths and challenges, as they evolved. In addition, employees submitted written suggestions for improvement and comments pertaining to the strengths and challenges. Employee comments and the staff development core session handouts are available in the Resource Room.

Self-Study Timeline

The self-study general timeline addressed three phases: preparation, process, and publication. From August through December 2000, the college's focus was on preparing to launch the self-study process: determining structure, identifying chairs and memberships for a variety of groups, and training key personnel in leadership positions.

In 2001, the institution's major focus was to gather, analyze, and synthesize data. These data were incorporated into the report.

During the beginning of the 2001-02 academic year, the criterion committees reconvened to gather additional data. The self-study was finalized and submitted for publication during the spring of 2002, with the final report sent to the Higher Learning Commission's visiting site team in August 2002. The self-study process/timeline is available in the Resource Room.

Self-Study Report

The self-study report is organized by specific topics relating to each criterion, with additional chapters addressing the college's General Institutional Requirements and distance education. Appendices contain supporting information.

MCC's self-study process has facilitated an in-depth examination of the college's purposes, procedures, and facilities. The self-study findings and the team report will be incorporated into the college's institutional effectiveness process and be addressed by the Executive Team during the next two years following the self-study.

Metropolitan Community College meets the Higher Learning Commission's requirements and criteria for continued accreditation.

MCC Core Values

– Value diversity.

– Take the initiative.

– Pursue excellence.

– Promote teamwork.

– Conduct all business with integrity.

– Remain open to creativity and innovation.

– Serve through leadership, lead through service.

– Strive toward learning centeredness in all services

– Be accountable to students, colleagues and the community.

– Solve problems using solution-seeking attitudes and systems approaches.

– Continuously strive to improve interpersonal and organizational communication.

Chapter 2

General Institutional Requirements and Federal Compliance

Introduction

Chapter 2 demonstrates that Metropolitan Community College meets the General Institutional Requirements (GIRs) as well as the Federal Compliance Program. Lists of the requirements and the college's responses, along with federal compliance evidence, follow.

General Institutional Requirements

Mission

GIR 1 **It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.**

MCC's published mission statement is appropriate for a Nebraska two-year community college. In 1978, the Nebraska Legislature enacted Legislative Bill 756 that prescribed the community college mission. In 1984, the Nebraska Legislature modified the 1978 mission statement to permit the college to offer an academic transfer program at its Fort Omaha campus and later at the South Omaha and Elkhorn Valley campuses. MCC's mission is presented in more detail in Chapter 3: Criterion 1–Mission.

GIR 2 **It is a degree-granting institution.**

MCC confers the Associate in Arts Degree (AA), the Associate in Science Degree (AS), the Associate in Science in Nursing Degree (ASN), the Associate in Applied Science Degree (AAS), the Certificate of Achievement, and the Occupational Specialist Diploma. Degrees conferred by MCC are addressed in detail in Chapter 8: Criterion 3–Instructional Services.

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Authorization

GIR 3 **It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.**

MCC's Board of Governors possesses and exercises necessary legal powers to establish and review basic policies that govern the college's area. Statute 759, enacted by the Nebraska Legislature in 1971 to establish the Technical Community College System, granted authority to each of the local colleges. When Statute 344 was enacted by the Nebraska Legislature in 1975 to create a system of locally controlled technical community colleges, the authority was extended to the local boards.

Statute 344 also includes the legal authority to operate. The local Boards of Governors are charged with the specific powers, duties, and responsibilities, including provisions to develop and to offer vocational and technical education programs, academic courses that are supportive of the vocational and technical programs, and such other programs and/or courses as the needs of the area served may require.

GIR 4 **It has legal documents to confirm its status: not for profit, for-profit, public.**

Legal documents addressing MCC's status as a public, tax-supported institution are found in the Business Office and are available in the Resource Room.

Governance

GIR 5 **It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.**

Statute 344 provides for a Board of Governors to be known as the Technical Community College Board of Governors for the specific area the board serves. MCC's governing body is its Board of Governors. This board has the legal power to establish and review the policies of the college. Currently, the board consists of 11 members and meets monthly. Four board committees (Personnel, Curriculum and Instruction, Building and Sites, and Budget and Finance) also meet monthly. The Executive and Ethics Committee meets as needed.

GIR 6 **Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.**

Residents within MCC's service area publicly elect each board member at a general election. Ten are elected within the district they reside; one is elected at large. No board members are creditors of MCC, guarantors of institutional debt, or active members of businesses of which MCC is a customer. The MCC Board of Governors is further addressed in Chapter 4: Criterion 2–Governance.

GIR 7 **It has an executive officer designated by the governing board to provide administrative leadership for the institution.**

The Board of Governors is responsible for hiring the CEO of MCC. Jerry Moskus, Ph.D., was appointed president in July 2001.

GIR 8 **Its governing board authorizes the institution's affiliation with the Commission.**

The Board of Governors authorizes the college's affiliation with the Higher Learning Commission of the North Central Association. They review and approve the annual budget that includes the Commission's accreditation fees. Board members are informed of accreditation status and received status reports throughout the self-study process.

Faculty

GIR 9 **It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.**

MCC's faculty members meet the threshold educational requirements for an institution whose highest degree programs are at the associate level. Sixty-five (64.6%) percent of full-time faculty hold a master's degree or higher; the remaining thirty-five (35.4%) percent hold degrees or credentials appropriate to their teaching assignments. Refer to the Resource Room for documentation.

GIR 10 **A sufficient number of the faculty are full-time employees of the institution.**

For an institution of MCC's size, the core of 176 full-time faculty is sufficient to meet requirements of this GIR, as defined in the NCA handbook. All credit programs have full-time faculty assigned. See Chapter 8: Criterion 3–Instructional Services.

GIR 11 **Its faculty has a significant role in developing and evaluating all of the institution's educational programs.**

In the past, MCC did not have a formal faculty curriculum committee to review and approve new courses and programs. This allowed faculty to develop curriculum in a relatively barrier-free environment. It also created a certain level of duplication over the years. Through the work of the Curriculum Systems Initiative, the college now has a common system of curriculum development facilitated by the Curriculum Design Studio.

The general process for curriculum development at the college is for instructors to collaborate with others in their program area or department, business contacts, and program advisory committee members. Upon approval of the vice president of Educational Services, faculty members work with their academic dean to pilot the new course, provide information for the new catalog, and offer the course. More detail on this curriculum system is provided in Chapter 8: Criterion 3–Instructional Services.

As part of the overall system of curriculum development, course maintenance is part of the *Components of a Faculty Load* document that applies to all full-time faculty. Faculty members are responsible for developing and revising curricula to meet the changing needs of the market of businesses and industries that the programs support or the four-year colleges that receive MCC students in transfer. Each vocational program has an advisory committee composed of community and industry specialists who keep the faculty apprised of changes in the workplace. Likewise, the academic faculty communicate with peers from four-year colleges and universities to ensure that articulation agreements are current.

Educational Programs

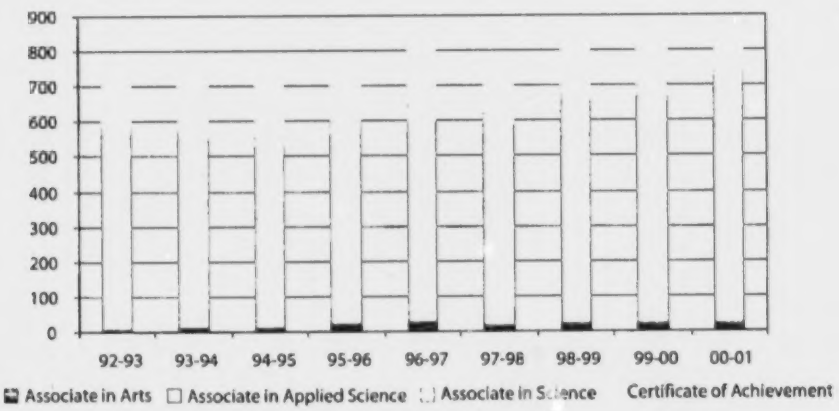
GIR 12 **It confers degrees.**

MCC confers the Associate in Arts Degree, the Associate in Science Degree, the Associate in Science in Nursing Degree, and the Associate in Applied Science Degree. Requirements are identified in the 2002-03 college catalog, page 42. All degrees and certificates adhere to guidelines established by the State of Nebraska. Degrees conferred by MCC are presented in more detail in Chapter 8: Criterion 3–Instructional Services.

GIR 13 **It has degree programs in operation, with students enrolled in them.**

MCC continues to offer programs with sufficient enrollment to support degree and certificate offerings. Between the 1992-93 and 2000-01 academic years, MCC has granted more than 5,700 associate degrees and 1,500 certificates in over 100 majors or areas of emphasis.

Figure 2.1 Degrees and Certificates Awarded 1992-2001



GIR 14 **Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.**

The degree programs offered at MCC are based on recognized fields of higher education and support the mission of the college. A description of all the majors is contained in the 2002-03 catalog. Additional support is provided in Chapter 8: Criterion 3–Instructional Services.

GIR 15 **Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.**

The degrees offered by MCC are named appropriately and follow common practice regarding program length and content. The college offers Associate in Arts, Associate in Science, Associate in Science in Nursing , and Associate in Applied Science degrees as well as certificates and occupational specialist diplomas.

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GIR 16 **Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.**

All degrees offered by MCC have a minimum credit hour requirement for general education courses. Depending on the award, the general education credit requirement is 27-32 for degrees or 6.5-9 for certificates. For the AA and AS degrees, these credits are drawn from courses developed in consultation with four-year colleges and universities to provide additional transfer opportunities.

By definition, the general education requirements represent a broad view of general education. These courses are divided into six categories: communications, mathematics, natural sciences, social sciences, human relations, and computer literacy. By completing the general education requirement for the approved list of core courses, students should have a broad base of education and knowledge expected of a college graduate. The 2002-03 college catalog, pages 37-38, outlines the general education rationale and requirements for each degree.

GIR 17 **It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.**

MCC welcomes anyone who is at least 18 years of age or can benefit from a program of study. Admission to the college, however, does not mean admission to all courses and programs. In addition to the general admission procedures, some programs have requirements such as specific educational and occupational experiences. These standards ensure that the student possesses the potential to complete the program successfully. A student who does not meet the requirements for a specific program may become eligible after completing appropriate work in developmental studies or prerequisite classes.

GIR 18 **It provides its students access to those learning resources and support services requisite for its degree programs.**

MCC provides numerous services for students to support their academic success. Career network centers as well as supervised computer laboratories and learning centers available at each campus offer a variety of support for students. Additional information pertaining to this General Institutional Requirement is further addressed in Chapter 9: Criterion 3–Student Services.

GIR 19 **It has an external financial audit by a certified public accountant or a public audit agency at least every two years.**

The independent auditing firm of Dana F. Cole & Company, LLP, is contracted to audit MCC on an annual basis. The practice of an annual audit has been followed since June 1974 with the combination of the Eastern Nebraska Technical Community College Area statement , the Omaha Technical Community College Area statement, and the Metropolitan Technical Community College statement. Audit reports are available for review in the Resource Room.

GIR 20 **Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.**

Audits demonstrate that MCC has been using and allocating resources in an appropriate manner and in accordance with generally accepted accounting principles. The allocation for educational programs is similar to other community colleges in Nebraska. MCC's financial allocations and use of resources are addressed in detail in Chapter 7: Criterion 2-Financial Resources.

GIR 21 **Its financial practices, records, and reports demonstrate fiscal viability.**

MCC has consistently received an unqualified "clean" opinion as a result of the annual audits by an independent auditing firm to attest to the accuracy of the college's financial practices, records, and reports. MCC has been able to maintain and grow the reserve balances in order to assure fiscal viability for future years.

Public Information

GIR 22 **Its catalog or other official documents include its mission statement along with accurate descriptions of its educational programs and degree requirements: its learning resources; its admissions policies and practices; its academic and nonacademic policies and procedures directly affecting students; its charges and refund policies, and the academic credentials of its faculty and administrators.**

MCC's 2002-03 college catalog contains the mission statement and a complete description of programs of study and courses. The catalog includes a variety of student information. The catalog also includes academic credentials of its faculty and administrators. The procedure memorandums include academic and nonacademic policies and procedures directly affecting students. MCC's catalog and procedures memorandums are located in the Resource Room.

GIR 23 **It accurately discloses its standing with accrediting bodies with which it is affiliated.**

The college catalog and other appropriate publications provide information concerning institutional accreditation by the Higher Learning Commission of the North Central Association and specialized accreditation applicable to specific programs.

GIR 24 **It makes available upon request information that accurately describes its financial condition.**

MCC's budget and information that accurately describes the current financial condition of the college are available to the public upon request from the business office.

Federal Compliance Program

Credits, program, length, and tuition. All MCC learning experiences are based on credit hours transcribed on a quarter credit basis. Although some courses are offered on a 14-week basis, the credit hours are still equated to quarter hours. All certificate programs

are intended to be one year in length with a minimum of 48 credit hours. All associate degree programs are intended to be two years in length with credit hours ranging from 96 to 114 credits. These credit hour ranges are based on two-thirds of standard semester hour programs.

Students are charged on a quarter credit hour basis. The college has one tuition and fee rate that applies to all programs approved by the Board of Governors.

Higher Education Reauthorization Act

The college complies with Title IV regulations. Each quarter, all new students are provided with a *Campus Security and Drug Compliance Report*. Student completion/graduation rates, student rights, and privacy (FERPA) information are available in the college catalog and handbook as well as other institutional publications.

In addition to full disclosure under "Student Right to Know," the college has established an 8% cohort loan default rate for fiscal year 2000. This is the result of a comprehensive default management plan instituted in response to previous higher default rates.

Advertising and Recruitment Materials

The college accurately advertises and represents its programs and services to potential students. Beginning with the 2002-03 college catalog, the address and telephone number of the Higher Learning Commission are appropriately displayed. However, the college recognizes that other publications do not comply with this requirement. Appropriate action is underway to address this deficiency. For example, the fall credit schedule of classes has been modified to include the required information.

Written Student Complaints

The college began tracking written student complaints in 1999 as requested by the North Central Association. The executive dean of Campus and Student Services has a database of the written complaints, actions, and resolutions to those complaints. As of 2002, 19 written student complaints are on file. These complaints are general in nature and result from grade disputes, registration activity, course transfer, and tuition balances. A copy of the database is provided in the Resource Room.

Conclusion

MCC has taken the necessary steps to meet the requirements set forth in the General Institutional Requirements and to conform to the standards established in the Federal Compliance Program.

We Pride Ourselves

– MCC's mission and purposes are aligned with its practices and community needs.

– MCC employees feel their jobs contribute to the college's goals.

– A comprehensive representation of employees developed MCC's current strategic plan and participated in refining the mission statement and purposes.

We Challenge Ourselves

– To emphasize the mission statement and purposes in the college's published documents and throughout the institutional planning process.

Chapter 3

Criterion 1–Mission

Introduction

Chapter 3 presents evidence that Metropolitan Community College (MCC) fulfills Criterion 1. To demonstrate that the college is mission-driven in its actions, this chapter addresses the college's mission statement and purposes, its position as a comprehensive community college, mission-related survey results, strategic planning, and freedom of inquiry support.

Mission Statement

Metropolitan Community College's mission is to serve a diverse community of lifelong learners by providing quality educational opportunities. The mission statement has been refined four times since 1992 during strategic planning processes. The most current edition was written in 2000. The spirit of the mission has been kept intact, but the wording has been revised to communicate a clearer message. In the latest revision process, the Executive Team charged the Leadership Council, a college committee composed of faculty, staff, and administrators, with editing the 1999-2001 mission statement, which the Executive Team subsequently approved in November 2000.

Purposes

- MCC provides affordable and accessible learning-centered developmental, occupational, academic transfer, and continuing education programs;
- MCC promotes excellence in teaching and learning;
- MCC builds and strengthens community partnerships; and
- MCC demonstrates fiscal and academic accountability.

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MCC's purposes further define its mission. As with the mission statement, the Executive Team charged the Leadership Council to create clear statements of purpose that captured the spirit of the institution. Focuses in the newly stated purposes were derived and extended from the 1999-2001 mission statement. The Executive Team approved the purpose statements in November 2000. Chapter 8: Criterion 3–Instructional Services documents that the mission and purposes are being accomplished.

Table 3.1 Mission Statement Changes from 1999 to 2001

MCC's Mission 1999-2001	MCC's Mission 2001-2003
• Provide learning-centered developmental, occupational, academic-transfer and noncredit programs that are affordable, accessible, and relevant to the personal and professional goals of lifelong learners. • Support community and economic development at local, regional, national, and international levels.	• Metropolitan Community College's mission is to serve a diverse community of lifelong learners by providing quality educational opportunities.

Communicating MCC's Mission and Purposes

Publications

MCC's mission and purposes appear in a variety of documents: the student handbook, college catalog, the strategic initiatives, institutional brochures, and the booklet, *Educational Services: a Framework for Academic Planning*.

MCC lives its mission and purposes by publishing a variety of other documents and brochures that inform the external community of programs and services. Some brochures target current and former students; others target prospective students. After a review of publications for this criterion, it was noted that the college's mission statement was not included in most of these other publications. The college is now making a concerted effort to include the mission statement in all appropriate publications. Further analysis of MCC publications is planned.

All cited documents exemplify MCC's dedication to serving MCC's diverse community needs. Sample publications are located in the Resource Room.

Electronic Sources

MCC also demonstrates its mission and purpose by providing students and the community with electronic academic program and advising resource pages on the college's Web site (http://www.mccneb.edu/). Detailed information about programs, career opportunities, and personality traits for success in programs or careers assists individuals in making appropriate career choices early in their educational journeys. This immediate electronic access helps the college offer accurate and up-to-date information to its community.

MCC: Comprehensive Community College

MCC has evolved beyond its origins in 1974 as a technical school into a comprehensive community college. The institution provides instruction for students in occupational, academic transfer, developmental, and continuing education arenas. This comprehensive mission positions the college to more adequately meet the diverse needs of the local community.

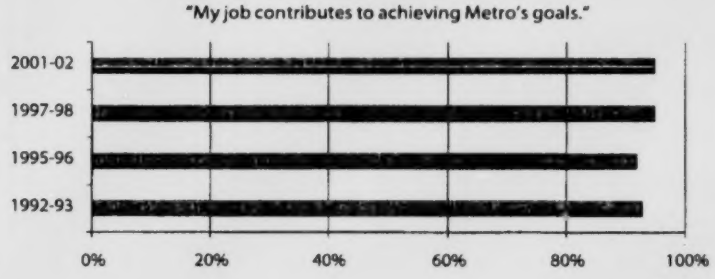
MCC's mission and purposes are appropriate for an institution of higher learning, particularly a community college. They are consistent with Nebraska's Coordinating Commission for Postsecondary Education's (CCPE) defined role and mission of community colleges in the state. The CCPE prioritizes community college instructional and service focuses into four areas: applied technology and occupational education, transfer education, public service, and applied research.

Mission-Related Survey Results

MCC Employee Climate Studies

Approximately every other year, MCC has conducted an employee institutional climate study to analyze numerous aspects of the college. Figure 3.2 pertains to employee perception of their job contributions to MCC's goals. Employees rated this statement on a 5-point Likert-type scale. The percentages reflect the number of employees who "agreed" or "strongly agreed" with the statement below. In the last four climate studies, on average, 94% of MCC employees thought their jobs contributed to achieving the college's goals. See the Resource Room for results of the last four surveys.

Figure 3.2 Employee Contributions to College Goals



Community Perceptions Assessment

MCC has conducted two community surveys in the last seven years to determine if the college was meeting community needs. In 1995-96, MCC contracted with the College Board's Office of Adult Learning Services to conduct a comprehensive telephone survey of 400 students to assess the college's success in addressing student and community needs and, therefore, serving its mission. Survey recommendations focused on course scheduling, distance learning, credit and noncredit course offerings, and marketing techniques.

As a result, changes such as hours of service, course offerings, and focused marketing were implemented. The value of the results from this study also led to MCC's current practices of conducting student and community surveys.

During October 2001, an independent research firm conducted a random sample telephone survey of residents from the college's four-county service area. A total of 502 surveys equally representing each of the four counties in MCC's service area were completed. The results, published in the *Public Perception Survey of October 2001*, indicated that the community, overall, perceived the college as successful in fulfilling its mission as a community college. Over 76% of surveyed residents believed that MCC was doing a "good" or "excellent" job in meeting the educational needs of the general community and students. Over 67% believed that MCC was doing a "good" or "excellent" job in meeting the educational needs of the business community. Complete survey results are available in the Resource Room.

Student Survey Findings

During the fall quarter 2001, a stratified sample of 1,219 students in 121 course sections completed and returned the student information/satisfaction survey. Survey results indicate that, overall, students think MCC is accomplishing its mission of meeting the individual educational needs of students. Over 95% of students "agreed" or "strongly agreed" with the statement, "Metro is meeting my educational needs."

Results from the MCC fall quarter 2001 survey of former students also indicate that students think MCC is accomplishing its mission. Students enrolled in the spring quarter 2001, but not the fall quarter 2001 and who did not graduate with a degree or certificate, received a mailed survey. Of the 4,628 surveys distributed, 442 were completed, resulting in a return rate of 9.6%. While the return rate was disappointing, 88% of those responding answered "yes" to the question, "Did the courses you took at Metro meet your educational needs?" If MCC meets students' educational needs, then the college is serving its mission.

Strategic Planning

MCC's mission and purposes drive the institution's strategic planning process. The 2001-2003 strategic initiatives were generated from MCC's purposes.

2001-2003 MCC Strategic Initiatives

- Enhance and expand learning-centered education;
- Be a leading learning resource;
- Create and improve flexible learning support systems;
- Optimize partnerships; and
- Provide personal and professional growth opportunities.

In September 2000, as the initial step in establishing the 2001-03 strategic initiatives, a group of 32 participants representing the Board of Governors, faculty, administrators, staff,

and students reviewed the mission statement and the seven 1999-2001 goals and then recommended changes. The Executive Team reviewed these recommendations, selected five goals to provide institutional focus for the next two years, and renamed the goals "strategic initiatives." The Leadership Council then edited the wording of the new initiatives and developed a brief, clear statement for each. The Executive Team approved the strategic initiatives in November 2000.

The 2001-03 strategic initiatives were modified from earlier institutional goals to provide direction during the college's leadership transition. At the time of their development, MCC was in the process of selecting a new president, and the college needed this stability during the transitional process. These initiatives anchored the college as it continued to move forward in its area planning process.

Table 3.3 1999-01 Institutional Goals Compared to 2001-03 Strategic Initiatives

MCC's 1999-2001 Institutional Goals	MCC's 2001-2003 Strategic Initiatives
• Develop the leadership potential in all employees.	• Enhance and expand learning-centered education.
• Become a "first choice" learning resource for businesses and individuals.	• Be a leading learning resource.
• Expand strategic partnerships to maximize the impact of MCC's resources and to optimize learning.	• Create and improve flexible learning support systems.
• Expand efficient/effective technology enhanced learning centered education.	• Optimize partnerships.
• Increase or improve the use of resources to support cost effective, high quality educational services.	• Provide personal and professional growth opportunities.
• Improve or expand all systems in support of learning.	
• Increase the commitment to valuing diversity and developing a global perspective.	

MCC's planning process is cyclical. Within each cycle, both the process and accomplishments are reviewed. Changes in process and priorities are incorporated in the next plan to ensure that the college's focus is relevant and responsive to student and community needs.

As the 2001-03 process was reviewed during the self-study, it was noted that while the strategic initiatives were included in the planning process, the mission and purposes could have been emphasized more in the development of area plans. The college's process is discussed in more detail in Chapter 11: Criterion 4–Organizational Stability and Planning.

Freedom of Inquiry Support

MCC's support for freedom of inquiry for faculty and students is demonstrated in two board policies. Board Policy 64101, *Academic Freedom and Attendant Responsibilities*, addresses freedom of inquiry and directly supports it. The policy states that college staff

and students must be free to cultivate a spirit of inquiry and scholarly criticism. Board Policy 64801, *Employee Organizations: Rights and Privileges*, recognizes that college employees are free to join or not join employee organizations. This policy indirectly supports employee rights of inquiry. These board policies are published in the *Faculty Information Guide* for all instructional staff.

Conclusion

This chapter demonstrates MCC's commitment to its mission and purposes. Appropriate to an institution of higher learning, MCC's strategic planning and efforts to communicate and live its mission exemplify its strong foundation as a learning organization.

Through the self-study process, Criterion 1 Committee members discovered the mission statement missing from most of the college's publications. The college has begun to address this by including the mission statement in an increasing number of college publications.

We Pride Ourselves

– MCC provides employees meaningful communication opportunities.

– MCC recognizes that governance is an evolutionary process.

We Challenge Ourselves

– To analyze strategically the institution's organizational structure including enhancements to the college's governance system.

– To continue to review, analyze, revise, and improve communication systems.

Chapter 4

Criterion 2–Governance

Introduction

This chapter illustrates Metropolitan Community College's administrative and organizational structure in relation to Criterion 2. It addresses the Nebraska Coordinating Commission for Postsecondary Education, MCC's Board of Governors, the college procedures memorandums, its organizational structure, the Executive Team, shared governance, and communication with employees and students.

State Governance

Coordinating Commission for Postsecondary Education

MCC operates under the authority of the Coordinating Commission for Postsecondary Education (CCPE), which governs all Nebraska public postsecondary institutions. The Nebraska Legislature established the state's first CCPE in March 1976, giving it limited responsibilities. In 1990, the legislature established a new CCPE with responsibility for comprehensive statewide planning of postsecondary education. These responsibilities became effective January 1992. CCPE, which is comprised of 11 commissioners appointed to six-year terms by the governor with legislative approval, has three statutory purposes:

- It establishes and revises, as needed, an ongoing statewide plan for postsecondary institutions;
- It reviews, monitors, and approves or disapproves new and existing instructional programs and proposed capital construction projects of public institutions; and
- It reviews budget requests of governing boards and recommends modifications to insure the best use of available resources among Nebraska's public postsecondary institutions.

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Compared to similar coordinating agencies in other states, the Nebraska CCPE focuses more on monitoring than controlling. As a result, MCC and other postsecondary institutions in the state have a fair amount of local control. Additional resources regarding the CCPE are available in the Resource Room.

Institutional Governance

Board of Governors

In 1974, the state of Nebraska passed Legislative Bill 344 to create six Nebraska community college areas and establish a statewide, independent system of local governance. With this legislation, a local Board of Governors for the MCC area was established. MCC's Board of Governors (BOG) operates under the duties, powers, and responsibilities set forth in Nebraska statutes. In addition to state statutes, the college operates under a detailed set of board policies and procedures memorandums.

MCC's Board of Governors is composed of 11 community-elected members representing the five districts within the four-county area. Each district, approximately equal in population, elects two board members to serve a four-year term. Voters also elect one member-at-large. District boundaries change every 10 years after new census data become available.

The current board is composed of relatively new members with diverse backgrounds. It consists of nine men and two women. One member is Hispanic and another is Black. Six were elected or appointed (due to resignations) during 2000. Two have served four years or less. See Appendix III for more information on individual board members.

Additionally, since 2001, two college constituent groups elect ex officio members to seats created by the board. Students annually elect a student representative for a one-year term. Full-time faculty elect a faculty representative for a two-year term each even-numbered year. These ex officio memberships expand board representation and increase communication with students and faculty.

Board of Governors meetings are traditionally held the fourth Tuesday of each month, although the board has the prerogative to establish alternative meeting times. The agenda, prepared by the college president's office and approved by the board chair, is forwarded five to six days preceding each meeting to all board members and appropriate administrative personnel. A comprehensive packet of related information prepared by the college president and approved by the board chair is included.

Since board meetings are public and subject to open meeting laws, a public notice of the meeting with location, time, and the location of the meeting agenda is published in the *Omaha World-Herald*, a local newspaper serving MCC's four-county service area, prior to each meeting. The same procedures are followed when special meetings are called.

Four board committees meet as needed preceding each regular board meeting: Budget and Finance, Building and Sites, Curriculum and Instruction, and Personnel. See Appendix IV for additional information on committee functions.

As a public institution established by state law, MCC is bound and accountable to follow all laws governing public institutions. Therefore, current board policies require mandatory compliance with state laws and regulations. One result of these requirements is a healthy openness with the public and with MCC employees at board meetings. All board meetings are videotaped and aired on a local cable channel following each meeting. In addition, the college's legal counsel is present at every board meeting.

Board Policies and Procedures Memorandums

The MCC Board of Governors has developed a set of board policies that are reviewed and revised periodically by board members and college staff. The last comprehensive review occurred in 2000. These policies, found in the *Board Policy Book,* are developed in conjunction with advice from legal counsel. Policies address the legal structure of the board, the organization of the college, external relations, curriculum and instruction, student services, professional personnel, regular classified personnel, fiscal affairs, and college property. Policies can be developed and revised according to Board Policy 12317, *Policy Revision and Suspension*.

The college also has formalized procedures memorandums (PMs) used to implement board policies at the operational level. The college has formalized PMs to support board policies and to systematize human resource issues and college operations. All procedures memorandums are available online and accessible to employees and the public through the college's Web page (http://www.mccneb.edu/procedures/default.htm). Currently, 61 memorandums are on file. By using board policies and procedures memorandums, the college can assure that a system is in place for all staff to operate from the same standards, systems, and processes when making decisions.

Administration and Organizational Structure

The college president leads the administration of the college. The Board of Governors delegates authority to the president as the college's chief executive officer (CEO). As CEO, the president is responsible for executing all policies determined by the board.

The executive vice president reports directly to the president and assists in addressing issues and developing and implementing policies and procedures as well as assisting employees with the college's day-to-day operations. The director of Public Relations and the diversity and equity officer also report to the president. Two vice presidents report to the executive vice president: the vice president of Educational Services and the vice president of Student and Instructional Services. Additionally, the executive dean of Campus and Student Services, the executive college business officer, the dean of Planning and Institutional Advancement, and the director of Opportunities/Jobs/ Careers report to the executive vice president. The dean of Continuing Education reports to the vice president of Student and Instructional Services. See Appendix V.

Executive Team

The Executive Team is part of the main decision-making body of the college. Its purpose is to advise the president on college issues and initiate actions on college policies and

programs. (See the Resource Room for additional information on Executive Team members.) For example, one of its functions is to prepare agenda items for monthly board meetings, with the president and board chair approving the final agenda. The Executive Team, which meets weekly, consists of the following:

- President;
- Executive Vice President;
- Vice President of Student and Instructional Services;
- Vice President of Educational Services;
- Executive College Business Officer;
- Executive Dean of Campus and Student Services;
- Dean of Planning and Institutional Advancement;
- Dean of Continuing Education;
- Director of Public Relations;
- Diversity and Equity Officer;
- Assistant to the President; and
- Chair of the College Action Committees.

Decision-Making Processes

MCC's Decision-Making Framework

MCC's decision-making process directly and indirectly incorporates MCC's mission and purposes, strategic initiatives, and area action plans. The Executive Team and president encourage and support the following process in reaching decisions at MCC: review facts, consider options, analyze outcomes in relation to the institution's purposes, take into account possible institutional impacts of each outcome, make a decision, implement the decision, then measure and evaluate the outcome. This institutional decision-making framework demonstrates the college's commitment to a fact-driven approach. The framework provides flexibility to meet situational needs and has the capability to move rapidly and be responsive to the needs of learners.

Institutional decisions may be reached through a variety of formal and informal means. The Executive Team may reach decisions alone or assign a college committee or task force to make recommendations. Final institutional decisions are determined or supported at the presidential and/or Executive Team levels.

MCC utilizes a consultative style when including the input of internal constituents from all levels. For example, college committees, task forces, and advisory groups may initiate or may be invited by the Executive Team to review an idea. These groups may follow a similar decision-making framework before making recommendations to the Executive Team, which usually makes or supports final decisions. Executive Team minutes are posted after each meeting on its Intranet Web site (http://metroweb.mccneb.edu/et/default.htm).

Informally, an employee or group of employees may develop a proposal and enlist an Executive Team member as an advocate. The advocate then approaches the Executive Team with the proposal, which may or may not be passed to a committee or task force or considered at the Executive Team level.

Employee Perceptions: Decision-making Processes

As indicated by the last four climate surveys, less than half of MCC employees who responded "agreed" or "strongly agreed" that shared decision-making at Metro is valued. Approximately 47% "agreed" or "strongly agreed" that employees responsible for implementing decisions participate in the decision-making processes. Over the last 10 years, some employees may have felt that committee recommendations were not considered because it appeared that college action had not been taken or that communication follow-up was lacking when decisions had been made.

The college has begun to address this issue. For example, during 2001-02, six councils and CAC committees were charged with making recommendations addressing major institutional changes such as employee involvement and continuous improvement. The recommendations were submitted to the Executive Team in May 2002, with outcomes reviewed and shared college-wide. (The charter recommendations are located in the Resource Room.) The institution plans to take additional steps during 2002-03 to enhance MCC's decision-making process by redesigning its shared governance system.

Figure 4.1 Valued Shared Decision-making

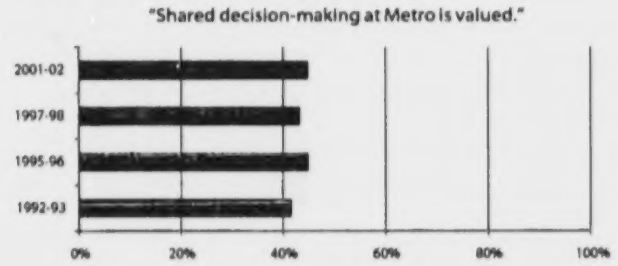
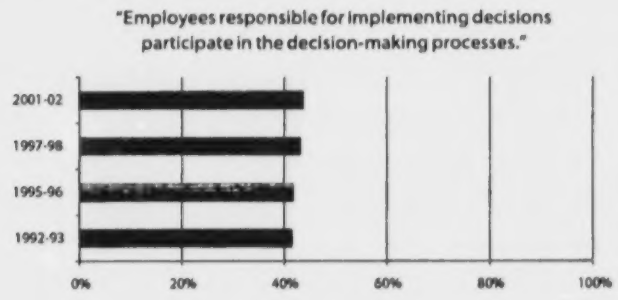


Figure 4.2 Employee Participation in the Decision-making Process



Shared Governance

MCC's governance process contains a variety of mechanisms for internal input such as the College Action Committees (which address current college issues), the College Councils (which focus on future issues for the college), the Educational Services Leadership Group (which addresses academic issues), and the Diversity Steering Panel (which addresses diversity college-wide and is further explained in Chapter 12: Criterion 5–Integrity). This system of shared governance provides an avenue for internal communication and a structure for teamwork. It continues to evolve. The college is currently reviewing the College Action Committees and the College Councils in anticipation of implementing an alternative shared governance structure within the next two years. Refer to the Resource Room for a list and description of additional committees and task forces.

College Action Committees

The College Action Committees (CAC) originated in 1991, replacing the College Advisory System (CAS). CAC was designed to address current issues, serve as a vehicle for internal communication, and to make recommendations to the Executive Committee. Today, CAC provides opportunities for employees and students to participate in the college's decision-making processes and to influence college goals and directions. All college constituencies, including faculty, are represented in CAC. CAC, in turn, is represented on the Executive Team, demonstrating MCC's commitment to shared governance.

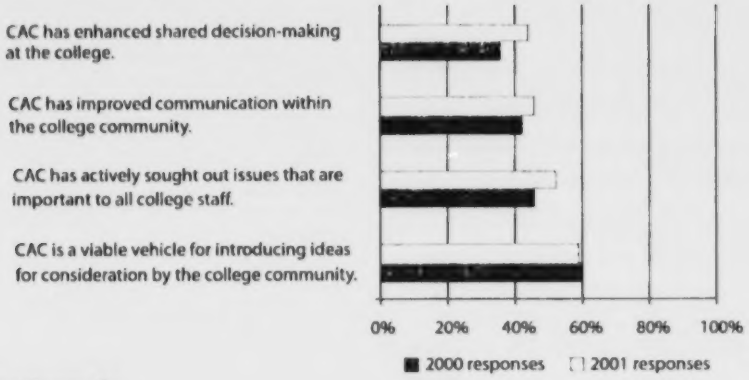
CAC is comprised of a Steering Panel and four standing committees: Business and Human Resources, College and Community Relations, Student Services, and Teaching and Curriculum. The purposes, responsibilities, and composition of the Steering Panel and committees are defined in the CAC handbook, which is available in the Resource Room.

CAC consists of volunteers inclusive of all employee groups. The composition of each committee is clearly articulated to ensure that CAC maintains a diverse membership. Committees meet monthly to discuss and provide input on significant or timely issues and proposals affecting the college. Since CAC is a recommending body only, the final decisions on issues addressed by CAC are made at the executive or operational levels. Syllabus uniformity, student technology fees, smoking policy, dean's list, and electronic forms are a few of CAC recommendations that have been implemented over the past 10 years. Refer to the Resource Room for more information on the CAC.

Each spring CAC surveys MCC employees to determine CAC's effectiveness the preceding year. Figure 4.3 presents the last two years of survey results. Four statements and the number of employees who "agreed" or "strongly agreed" to each statement are included. The results show that over half of employees who responded to the 2000 and 2001 surveys think that the CAC is a viable vehicle for introducing new ideas. However, CAC's ability to enhance shared decision-making is not as an effective channel as perceived by some.

More than 70% "agreed" or "strongly agreed" with the 2001 climate survey statement, "My supervisor does a good job of sharing issues I raise with appropriate staff in the college." Results indicate that staff consider supervisors a more viable avenue than CAC in shared decision-making.

Figure 4.3 CAC Survey Results


CAC has enhanced shared decision-making at the college.
CAC has improved communication within the college community.
CAC has actively sought out issues that are important to all college staff.
CAC is a viable vehicle for introducing ideas for consideration by the college community.
0%
20%
40%
60%
80%
100%
2000 responses
2001 responses

College Councils

MCC has four college councils: Educational and Community Services, Information Technology, Leadership, and Resource Development. The councils, developed in 1993, play an integral part in the institution's shared governance structure. All employees are invited to serve on the councils. Employee participation is closely monitored to ensure that different segments of the college are represented. Each council consists of 16-19 members. Two co-chairs lead each council, and council members rotate every two years.

The councils focus on the institution's future and direction. Their philosophy is to strengthen teamwork among all organizational divisions and departments and to enhance employee involvement in creating opportunities, problem-solving, and decision-making processes. The councils assist in establishing priorities for the college and are vision-oriented in working toward future challenges and opportunities. The councils also focus on addressing future issues that are broadly based and involve individual areas of the college beyond distinct departments. For example, the Leadership Council spearheads the college's environmental scanning process.

Accomplishments during the 2000-2001 academic year included:

- Facilitated 10 sessions of communication roundtables for professional development;
- Addressed various future information technology issues;
- Edited MCC's mission statement and strategic initiatives; and
- Assisted in the framework for improvement of MCC's long-term professional development model.

The councils have struggled occasionally with making substantial contributions to the college's decision-making process. For example, although the councils have made progress over the years, operationalizing their charge as the visioning body of the college has consistently remained a challenge for some council members. More information on college councils is available in the Resource Room.

Restructuring Shared Governance

During 2000-2001, one of the CAC committees, College and Community Relations (CCR), was charged with investigating CAC and council effectiveness in MCC's shared governance structure. In April 2002, the CCR Committee recommended that the CAC and councils be abolished and replaced with a new governance system to be developed in 2002-03. The recommendation was influenced by the following committee conclusions:

- An apparent lack of employee understanding exists of the shared governance process and who is responsible for what;
- The purposes and functions of the CAC and council systems are confusing to some employees;
- Processes can be slow and participants lack readiness to address issues; and
- The current systems do not ensure qualified leadership or accountability.

The Executive Team accepted the recommendation with the amendment that CAC and the councils continue to operate with modifications throughout 2002-03. During the 2002-03 academic year, an appointed task force will analyze a number of alternative structures and make a final recommendation by March 2003.

Educational Services Leadership Group

Educational Services established 17 academic departments in December 2000. Each department has a faculty department representative who is part of the Educational Services Leadership Group (ESLG). The ESLG is the first coordinated effort to bring faculty and instructional administrators together into a single group. Additional members include the four deans and four project coordinators. The vice president of Educational Services facilitates the monthly meetings.

In its first year, the ESLG initiated an overhaul of the class scheduling process, transformed the program review process, and developed a mini-grant process to fund creative program promotion ideas of faculty. As the ESLG develops, its meetings are becoming more focused and the dialogue more active as members realize the group's role and potential.

Communication with Students

MCC has experienced a continuous challenge in effectively communicating to its diverse student population. The nature of commuter students, the number of students attending classes at MCC throughout the metropolitan area as opposed to one or two sites, the absence of a student newspaper, and the high percentage of part-time students add to the complexity of successful communication. Some efforts such as quarterly mailings to students have been minimally successful at best. The nature of the college challenges faculty and staff to find new and better ways to providing students with information when and where they need it.

Student Services is developing a plan to improve communication with students by providing a comprehensive system to reach enrolled students through various communication channels. The plan's goal is to evaluate and improve existing communication tools and to create new ones. To this end, in the fall 2001 Student Services' newly hired communication specialist interviewed six student focus groups to discover how students felt about current efforts and their preferences for future communication. Upon analysis of the data, implementation strategies were developed.

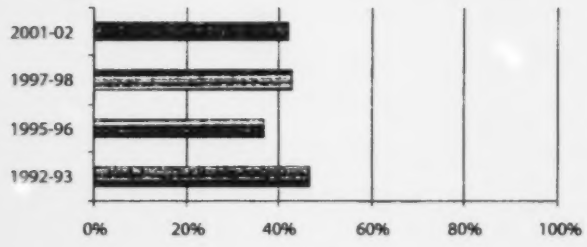
A pilot project was conducted at the South Omaha campus featuring a television monitor in the student commons displaying a Powerpoint-type presentation of upcoming events and pertinent student information. As a class project, a social science group researched the effectiveness of this avenue. Class findings showed that most students found the television display informative, however, students indicated that a larger television monitor in a more prominent location would improve its effectiveness.

Communication with Employees

MCC's communication with employees is a continuous effort. The avenues for participation and communication are varied and numerous, giving all levels of employees the opportunities to add valued input on most college decisions. The administration has provided multiple avenues for dissemination of information and communication. Although much information is available, such as *Inside Story* (the electronic employee newsletter) and the Intranet Web site, many typical communication challenges remain.

In the last four employee climate surveys, less than 50% of staff "agreed" or "strongly agreed" with the statement, "Communication at Metro is effective." As a result, MCC has implemented or improved a number of communication avenues.

Figure 4.4 Employee Perceptions of Communication Effectiveness



Communication Avenues

Most MCC communication with employees occurs at the departmental levels; however, several annual college-wide events involve all employees. Every employee must attend the

All-College Assembly each fall to hear the president's state-of-the-college address outlining strategies and goals for the upcoming academic year. All employees attend the Spring Celebration of Education to honor outstanding faculty and staff. During new employee orientation, all recent employees are provided information to develop an understanding and appreciation of the college culture.

Two Educational Services Day events are held annually, one in August and the other in March. At these all-day events, faculty connect on important issues and meet adjunct faculty. About 60 adjunct faculty attended in August 1999, and more than 170 adjunct faculty attended in August 2001.

A number of additional institutional avenues have been implemented college-wide to enhance communication: communication roundtables (opportunities for employees to discuss issues and offer recommendations concerning institutional communication to appropriate personnel); discussions at professional development sessions; and professional development course offerings. In addition, internal publications, electronic messaging and folders, and the Intranet Web site facilitate communication within the institution.

Written Publications and Electronic Communication

Some MCC written publications are routinely distributed to all employees as another means of communication. For example, members of the community and all college employees receive the quarterly publication, *Metrogram*, which covers institutional issues, college programs and services, and personnel profiles, as well as the annual report, which highlights institutional achievements and presents the college's financial statement.

Full-time and adjunct faculty receive *The Learning Connection*, which provides quarterly updates on educational services and other institutional topics. They also receive the annual *Faculty Information Guide* which describes college policies, programs, and services.

Since 1992, MCC has developed new and enhanced means of communication. Among the electronic communication tools are:

- Voice mail;
- E-mail;
- Instant messaging;
- Distribution of information to staff through various aliases;
- Faxing;
- Audio seminars;
- Advising via desktop video conferencing with the University of Nebraska-Omaha;
- Student e-mail;
- Intranet with multiple department sites and electronic forms;

- Intranet "public folders";
- Improved telephone integration;
- Shared network folders; and
- Off-campus e-mail access.

MCC's Intranet system contains a wealth of sources and information about every facet of the college (http://metroweb.mccneb.edu). A bulletin board-type section on MCC's Intranet front page highlights topics of employee interest and time-sensitive information. Links to major areas within the college are also posted.

The college recognizes that increased efforts are still needed to improve communication throughout the institution. Much work lies ahead, as evidenced by the results of the last four employee climate surveys. The college will continue to provide support for technology and electronic communication. Through various processes such as the budget process and computer use advisory groups, innovations and new tools will be researched, analyzed, and implemented.

Educational Services and Communication

In prior years, an ongoing faculty concern was effective communication within Educational Services. Some faculty perceived a disconnection with the decision-making and communication of decisions to faculty members. Since 1999, the division has taken significant steps in addressing those concerns.

The Educational Services team has reviewed, analyzed, and questioned systems previously in place. When necessary, new systems and processes have been developed and implemented. As a consequence, the team has worked toward a commonality and consistency that formerly may have been lacking in the previous structure.

Communication has greatly improved in the area of Educational Services. The vice president and academic deans hold weekly staff meetings. Project coordinators also meet with the deans as well as among themselves. Various means are used to communicate with full-time and adjunct faculty, including:

- *The Learning Connection*, a quarterly newsletter for full-time and adjunct faculty, is produced by the Educational Service office;
- The Educational Services' Intranet is a comprehensive Web site with electronic information pertaining to the area;
- The "Learning Corner" column in *Inside Story*, the bi-weekly institutional electronic newsletter, periodically updates the college community on Educational Services changes and happenings;
- The creation of department representatives in the organizational structure provide strengthened communication between faculty and the offices of the deans and the vice president of Educational Services;

- E-mail aliases for full-time and adjunct faculty allow for rapid communication; and
- Educational Services sends periodic update e-mails to all Educational Services faculty and staff and the Executive Team.

These communication efforts have contributed to a general feeling that full-time and adjunct faculty are considered integral parts of Educational Services and the college.

Conclusion

This chapter presents MCC's governance structure in partial fulfillment of Criterion 2. The Board of Governors, the administration, and employees play significant roles in moving the college forward.

MCC's shared governance system is evolving. The college recognizes that the current shared governance structure may not be as effective as it was when first implemented in the early 1990s and is currently pursuing other approaches.

Developing and enhancing avenues to promote and improve communication with students and within the college is an ongoing challenge. In the past few years, the college has implemented strategies to address this challenge and recognizes the area as an ongoing priority.

We Pride Ourselves

– The institution is committed to excellence in hiring, staffing, retaining, and training for all staff.

– MCC celebrates diversity as reflected in college policies, practices, and employee and student populations.

– MCC's professional development program is recognized nationally as exemplary.

We Challenge Ourselves

– To streamline the usability of human resources data.

– To streamline the hiring process to respond more quickly to personnel needs.

– To increase minority representation at the administrative and faculty levels.

Chapter 5

Criterion 2–Human Resources

Introduction

Metropolitan Community College (MCC) recognizes its students and employees as two of its most valued assets. This chapter presents student and employee demographics. MCC student profiles, the college's human resources practices and procedures, qualified personnel, and professional development as they relate to Criterion 2 are addressed in this chapter.

Students

Age

MCC serves students of a wide range of ages. The age categories have shifted slightly in the last four years. Students between the ages of 20-24 consistently have been the largest age group attending MCC. The second largest group has been 25-29-year-olds followed by 40-49-year-olds. Those between the ages of 50-64 have the lowest rate of attendance. The average age of MCC students is 29 years.

Several factors may have influenced the shift toward younger students enrolling. The number of students 20-24 years old has steadily increased since 1997-98. An increase in articulation agreements with other institutions and students recognizing that MCC offers affordable education are reasons contributing to this increase.

Gender

Female students have consistently outnumbered male students by 10%. The distribution of gender seems to be at a steady percentage between 1997-98 and 2000-01. During the fall quarter of 2001, 56 % were female and 44% were male.

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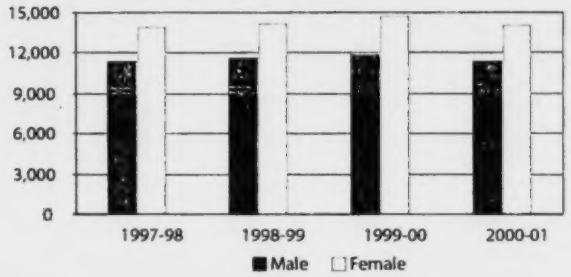
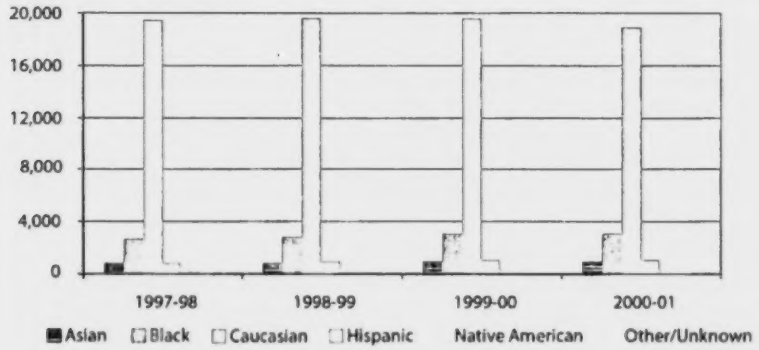
Figure 5.1 MCC Student Profile-Gender



Student Ethnicity

The percentage of MCC minority students has increased slightly. During the 2000-01 academic year, minority students comprised 21.1% of the total student population, compared to 18.1% in 1997-98. Compared with the service area's ethnicity of 17% in 2000, MCC exceeds the general population percentage.

Figure 5.2 Student Profile-Ethnicity



Human Resources: Practices and Procedures

Hiring Practices and Procedures

The Human Resources (HR) department and the diversity and equity officer facilitate all college hiring procedures by:

- Providing specific hiring steps and a recommended timeline for each vacancy;
- Advertising vacancies in appropriate recruitment markets;
- Processing all applications and forwarding them to supervisors;
- Determining under-utilization of women and minorities within job groups;
- Documenting starting pay information;

- Approving and providing procedural information to the required screening committees for the hiring of each position;
- Forwarding adjunct faculty applications to appropriate personnel; and
- Collaborating with supervisors in the hiring of temporary employees.

Human Resource Policies

MCC adheres to all state and federal employment, benefit and human resource laws. It revises its policies and practices as corresponding laws change and new laws are enacted. Some of the major policy changes during the last 10 years addressed statutory requirements with regard to the Family and Medical Leave Act (FMLA), harassment, and the American Disabilities Act (ADA).

New Positions

The need for new positions is identified at the department level and incorporated into requests through the annual budget process. Decisions to approve new positions are based on established need and budget priorities. Exceptions to this process are grant-funded positions that occur throughout the year. Supervisors must have new personnel requests for non-faculty and non-counselor positions evaluated and classified prior to submitting annual budget requests. This process guarantees that new positions are placed properly on the college's pay schedule.

Screening Committees

All full- and part-time regular positions are filled through a screening committee process, after a determination of under-representation of minorities and women for the position. This standardized college screening process strengthens the final selection for positions. In an effort to diversify the composition of employees, the college has a standardized composition of each screening committee. A typical screening committee consists of a mix of genders, job groups, departments from different campuses, and at least one minority.

In 1992, screening committees were optional for hiring nonexempt, or hourly paid, employees but are now mandatory. For nonexempt positions, screening committees give input to the supervisor, who determines the selected candidate. Exempt positions have an additional step, final board approval.

MCC's standardized process for hiring through screening committees may be cumbersome and challenging to implement at times. Achieving the proper balance in college representation, conducting a series of meetings convenient for all committee members, and validating the process are some challenges inherent in the process. Evidence to support the MCC screening process is located in the Resource Room.

New Employee Orientation

MCC's orientation for new full-time employees is extensive. On the first day of employment, new employees meet with a Human Resources representative and with their supervi-

sor. Within the first year, new hires are required to attend three four-hour orientation sessions. Sessions address MCC's mission and purposes, the community it serves, the history of community colleges, basic technology, customer service, and the unique role community colleges play in serving the community. New employees consider these sessions helpful. Based on the 2000 new employee orientation questionnaire, 77% (40) indicated that the orientation and/or the staff development sessions were most helpful in understanding the college.

In addition, new full-time faculty members are required to participate in a four-hour faculty orientation focusing on understanding MCC's student population, effective adult learning and teaching strategies, and the important responsibilities of the first class day.

New faculty also have an opportunity to participate in the New Faculty Institute. Implemented with the 2000 cohort, the institute is a year-long program to support new hires in their new roles at the college. Refer to the Resource Room for all materials pertaining to new employee orientation.

Exit Interviews

Exiting employees are encouraged to complete a questionnaire before leaving. (A copy of this questionnaire is available in the Resource Room.) Employees may also ask for an exit interview with a Human Resources representative. In the past, if an employee completed an exit questionnaire or requested an exit interview, the collected data was not necessarily forwarded to appropriate supervisors nor was it formally compiled to identify trends, strengths, or weaknesses within the institution. Based on self-study findings, Human Resources will address this challenge by designing a more streamlined process for gathering, analyzing, and appropriately sharing exiting employee feedback.

Starting Pay Rates, Compensation, and Benefits

Historically, employee average annual salary and benefit increases have exceeded the Midwest region consumer price index average.

Table 5.3 Average Annual Salary and Benefit Increases 1992-2000

Employee Non-Faculty	92-93	95-97	98-00
Exempt Non-Faculty (Administrative/Professional)	5.43%	3.5%	3.83%
Non-Exempt (Classified/Operations & Maintenance/Public Safety)	5.43%	3.5%	3.83%
Faculty/Counselors	4.8%	3.59%	4.01%
Consumer Price Index (Midwest Region)	2.9%	2.87%	2.40%

Prior to 2000, three separate pay schedules were used to determine starting pay rates for full- and part-time regular non-bargaining unit employees. Pay rates for exempt (salaried) employees were reviewed closely, but starting pay rates for nonexempt (hourly paid) employees were not monitored consistently other than to ensure that the correct pay range was applied.

In December 2000, the Board of Governors approved a new classification and compensation system for full- and part-time regular non-bargaining unit employees. A single, consolidated pay schedule was developed and a pay policy outlining provisions for administering the classification and compensation system was adopted. An employment coordinator position was created to oversee the new system and ensure consistent and equitable employee treatment in compensation.

For positions represented by bargaining units, starting pay rates are determined in accordance with the provisions of the negotiated agreements. Bargaining units include faculty, counselors as well as select positions in facilities, information technology, and public safety. Refer to the Resource Room for a copy of MCC's 2001-2002 pay schedule.

Human Resources conducts an intensive one-on-one orientation with each new employee concerning employment policies and benefits. Examples of employee benefits offered are a 7.5% matching retirement fund option, employee and dependent tuition waivers, and cash-in-lieu of health insurance. See the Resource Room for a complete list of full-time employee benefits.

Part-time Employees

Part-time regular staff share similar compensation, training, hiring, and evaluation procedures with full-time regular staff. However, part-time regular staff do not have insurance or access to retirement matching funds. Part-time regular staff:

- Are hired in accordance with Human Resources procedures for full-time staff;
- Are paid based on the same criteria of experience, education, skills, and in accordance with the same pay policy as full-time staff;
- Have prorated vacation time, sick leave, and holiday pay;
- May participate in the college's professional development programs, with supervisory approval; and
- Undergo the same performance appraisal process as full-time staff.

Employees

Staffing

In 2001-02, the average age of full-time MCC employees, including staff and faculty, is 49 years. The average length of service at MCC for those same employees is 8.8 years. Over the last five years, full-time faculty average age has been higher than the full-time staff average age. The average age of faculty is increasing, while the average age of staff remains steady.

Over the last five years staff retirements are double the number of faculty retirements. This may indicate that as faculty increase in age, they continue their employment at MCC. Staff retirements have decreased the average age of the college's staff. The number of full-time employees increased 47% during the last 10 years, from 432 in 1992 to 633 in 2002. Exempt positions increased the most (95%) from 63 to 123, with the counselor classification decreasing 33% from 15%. The decrease in counselor positions was due to a restructuring within Student Services, which increased the number of academic advisor positions.

Figure 5.4 MCC Employee-Average Age

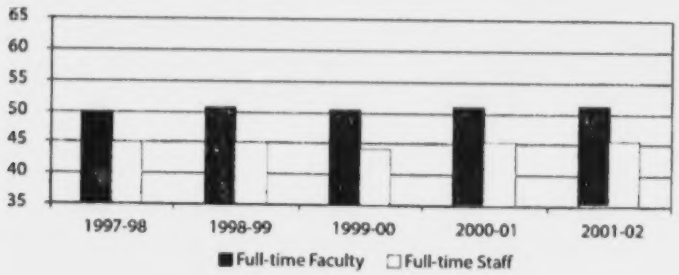


Figure 5.5 MCC Employee Retirements

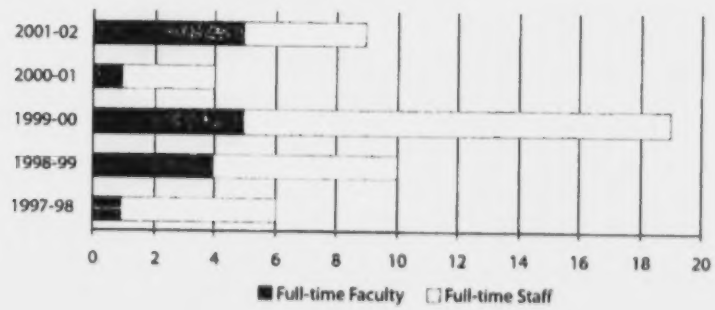
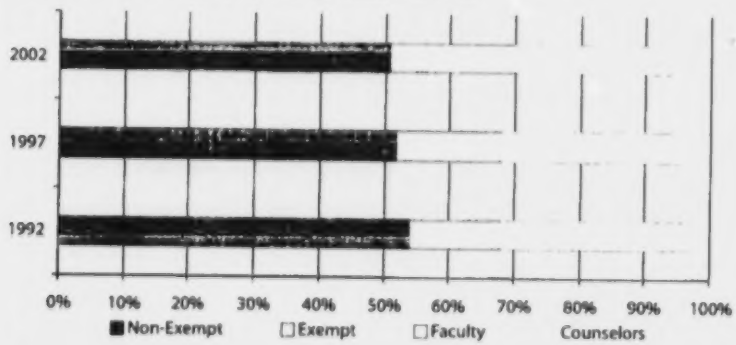
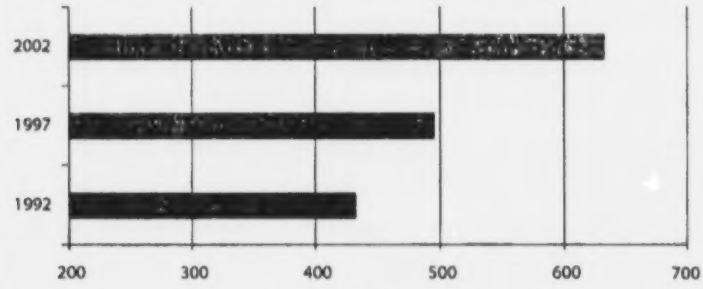


Figure 5.6 Full-time MCC Employees by Classification



As of March 2002, 682 full- and part-time regular staff were employed at the college, an increase of 29% since 1997. In addition to full- and part-time regular staff, the college annually employs over 700 part-time temporary (hourly paid), adjunct faculty, continuing education instructors, and work-study staff.

Figure 5.7 Number of Full-time MCC Employees 1992-2002



A number of factors contributed to the overall increase in the number MCC exempt employees since 1992. For example, the college contracted to provide educational services to inmates in the Nebraska Department of Corrections as well as opened the new Sarpy Center in 2000. The college received an increase in grant funding which required extra personnel. Additionally, the expansion of technology throughout the institution has increased the number of computer and associated specialists.

Grant-Funded Positions

The number of grant-funded positions has increased significantly in the last 10 years. In 1992, 17 college positions were grant-funded; in 2002, 64 full-time and 4 part-time positions were grant-funded, a 300% increase.

Four major grant awards created this additional need in personnel. The increase in grant funding and required personnel is advantageous for MCC. The grants have offset the college's general fund in implementing needed services. The college's outreach efforts into its service area have increased, which has permitted it to offer additional support services to students and the community. Some challenges have arisen as well because of grant funding and the associated increase in personnel. At times, support for these grant initiatives has strained the college infrastructures such as space utilization, grant management, accountability, and communication.

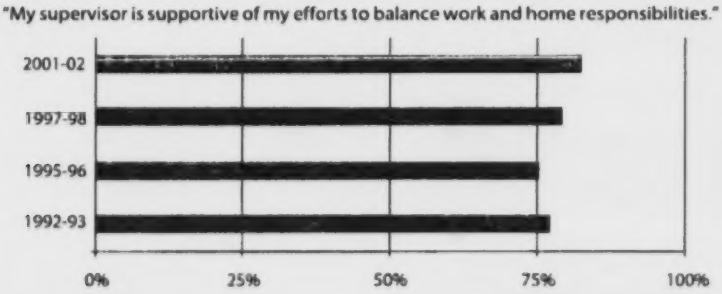
Collective Bargaining

In 2000, the Board of Governors recognized bargaining units for custodial, maintenance, public safety, and computer and network support staff. The Metropolitan Technical Community College Education Association bargaining unit has represented faculty and counselors since 1976. In 2002, the board conditionally recognized academic advisors as a bargaining unit. Collective bargaining remains a challenge in managing a multiple contract negotiation process. See the Resource Room for supporting documentation.

Employee Satisfaction

The 2001-02 employee climate survey included a new statement addressing employee satisfaction with their jobs. Of those responding, 88% "agreed" or "strongly agreed" with the statement, "I like my job," indicating the majority of employees like what they do. The majority of MCC employees also perceived supervisory support to their efforts to balance work and home. In the 2001-02 employee climate survey, almost 83% of employees "agreed" or "strongly agreed" with the statement, "My supervisor is supportive of my efforts to balance work and home responsibilities." Ninety percent of administrators and professionals, 78% of full-time hourly employees, and 74% of faculty "agreed" or "strongly agreed" with the statement. The response frequency to this statement increased almost 6% since the 1992-93 survey.

Figure 5.8 Employees' Perception of Supervisory Support



Employee Diversity

Gender

The number of women employed at MCC has increased in the last 10 years. In 1992 with 469 employees, 254 women were employed in full- and part-time regular positions (54% of total employees). In 2002 with 682 employees, 390 women were employed in full- and part-time regular positions (57%). Of the 123 administrative personnel, 64 are women and 59 are men. Figure 5.10 shows the distribution of administrative positions based on job grades and gender. More information is available in the Resource Room.

Figure 5.9 Full- and Part-time Regular MCC Employees-Gender

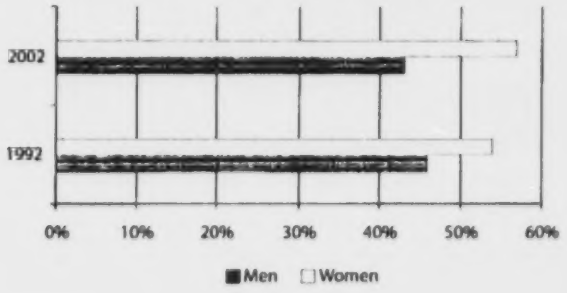
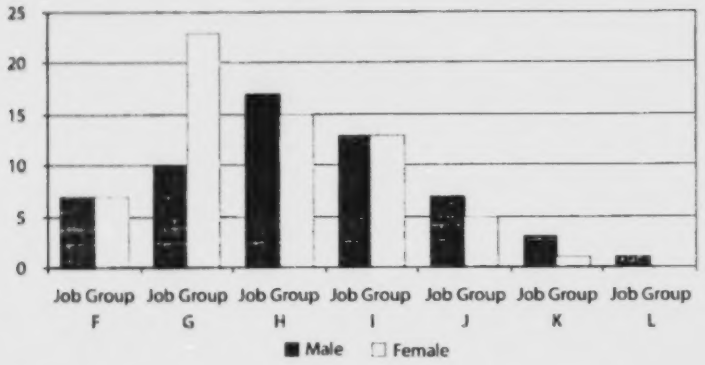


Figure 5.10 2002 Administrative Positions, Job Grades, and Gender



Ethnicity

In 1992, 59 minorities (13%) were full- and part-time regular employees at MCC. In 2002, 111 (17%) minorities were employed full- and part-time regular. With the metropolitan area's population of 17% minority, the college minority percentage in its employee mix overall is appropriate for the area. However, some job groupings are under-represented.

As of 2002, 10% (18) of full-time faculty have minority backgrounds. In 1992, 4 (3%) of 126 full-time MCC faculty were minorities. In minority distribution, of the 64 female administrative personnel, 6 (10%) are minority. Of the 59 males, 8 (14%) are minority.

For all open or new regular job positions at the college, the diversity and equity officer completes an Affirmative Action Compliance Review form. Two of the new diversity and equity officer's functions are to be proactive in the recruitment of minorities and women and to provide a systematic approach in monitoring affirmative action data. Because of emerging needs to address diversity among faculty, staff, and students, this position was established. The job description is located in the Resource Room.

Qualified Personnel

Faculty

MCC's faculty are qualified to provide effective learning-centered education for students. Of the 176 full-time faculty, 88% have a bachelor's degree or higher, compared to 85% in 1992; 65% of the full-time faculty have a master's degree or higher, compared to 60% in 1992. Seven percent of faculty have doctorates. Forty percent (40%) of the college's full-time faculty exceed the minimum educational requirement for their job group as outlined in the negotiated agreement's minimum criteria tables.

Faculty credential files are officially located and maintained in Human Resources; unofficially in the Educational Services office. Additional information addressing MCC's faculty job groupings is located in the Resource Room.

Figure 5.11 Full-time MCC Faculty Credentials 1992

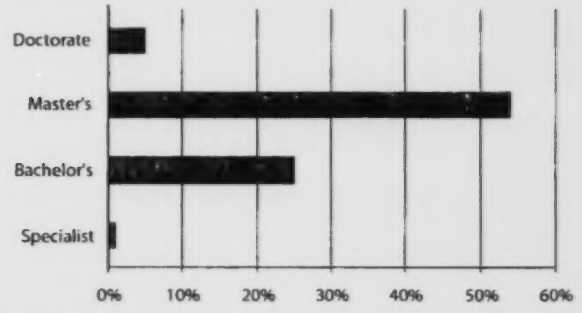
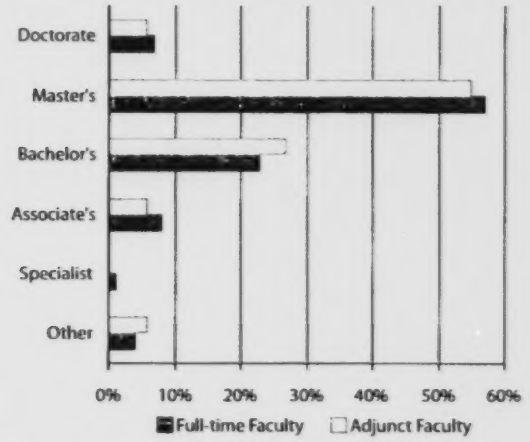


Figure 5.12 Full-time and Adjunct MCC Faculty Credentials 2002



Of the total number of MCC adjunct faculty, 62% (235) have earned a master's degree or above. Twenty-one have earned a doctorate and one a specialist. Of the remaining adjunct faculty, 26.5% (101) have a bachelor's degree, 6% (23) have an associate degree, and 5.8% (22) have other applicable credentials, which includes certifications, professional licenses, and applicable occupational experiences other than formal education. This combination of varied faculty backgrounds provides students with a rich array of educational experiences.

Human Resources has recently developed a process for identifying and tracking the credentials of all faculty and college administrators through its Colleague system, an administrative software. Three faculty job groups in the negotiated agreement allow the college to employ qualified instructors with varied combinations of education and occupational experiences. This structuring also reflects MCC's diverse programs of study.

In Job Group I, 13% exceed the minimum of a master's degree with at least 18 graduate hours in an appropriate career field. In Job Group II, 53% of full-time faculty exceed the minimum of bachelor's degree in a career field; and in Job Group III, 82% exceed the

minimum of journeyperson status or eight years of related occupational experience. New faculty are required to provide credential documentation, reviewed during the interview and selection process, and further analyzed by Human Resources to determine placement on the salary schedule.

Adjunct Faculty

One important asset to accomplishing the college's overall mission is the adjunct faculty. They help provide affordable and accessible educational opportunities for students as well as strengthen community partnerships. Adjunct faculty numbers change from quarter to quarter, depending upon college needs. During the fall quarter 2001-02, 490 unduplicated adjunct faculty taught at MCC. Of the total number of faculty members during the fall quarter 2001 (659), 74% were adjunct. In the fall 2001, adjunct faculty taught only 51.7% of all credit hours. The vice president of Educational Services regularly monitors the ratio of full-time and part-time faculty to determine the trends and needs of the college.

Adjunct faculty are recruited in a variety of ways. Job fairs are held in different parts of the college's service area and on campus. In some academic areas where staffing is a challenge, letters are also sent to local colleges and to recent graduates with master's degrees. MCC advertises in newspapers, on Web sites, and through networking. HR sends vacancy notices to community agencies, local colleges, and the Nebraska Workforce Development.

Since 2000, the college has focused on engaging adjunct faculty more within the institution. For example, the Educational Services division publishes a quarterly faculty newsletter for full-time and adjunct faculty. The publication, *The Learning Connection*, provides timely information relevant to faculty. Since 1987, adjunct faculty have been compensated for attending professional development courses and some meetings.

Adjunct faculty are limited to teaching 36 equivalent credit hours (ECH) per year. They are required to participate in new faculty orientation and are strongly encouraged to take Quickstart, an introductory training class covering the technology available to instructors. In addition, adjunct faculty have access and are encouraged to use MCC's e-mail, voice mail, and Colleague system.

MCC's Faculty Development office offers the Practicing Excellent Teaching Skills (PETS) program to all faculty members, including adjunct, and encourages their participation. A series of 26 sessions provides instructors with an array of experiences to enhance their teaching effectiveness. The session content includes learning styles, diversity, organization, active learning strategies, assessment, and many other relevant topics. Adjunct faculty are not only paid to attend these sessions, but also receive a stipend upon incremental completion. Student Services at each campus and center provide adjunct faculty support services such duplicating, providing supplies, and answering operational questions.

Administrators

MCC's administrative personnel are qualified and experienced to oversee institutional activities. Nearly half of all administrators have earned a master's degree or above. Seven administrators have a doctorate, and five have earned a specialist degree.

Professional Development

MCC's professional development program provides growth opportunities for all employees. Its mission is to support organizational and individual employee learning to enhance services for students, colleagues, and the community.

Initiated in 1984 with a focus on faculty development, MCC's comprehensive professional development program has evolved throughout the years. A 1987 Title III grant was used to strengthen the faculty development component. The faculty development coordinator position, which focused on faculty training needs, was institutionalized during this time.

A significant transformation of MCC's professional development program occurred in 1997. The college moved from a traditional model of development days designated for specific employee groups to general employee requirements for professional development, requiring 32 contact hours per year for all full-time employees.

In 2000, a College Action Committee task force reviewed current professional development practices and recommended the following: to reduce the number of required contact hours; to continue requiring new employee orientation; and, if appropriate, to offer a yearly core required session that addresses institutional needs. During the 2001-2002 academic year, contact hours were reduced to 21 hours, with a three-hour required course, which addressed student learning and the self-study process, inclusive in the 21 hours. All other hours are electives.

Employees are provided growth opportunities through the professional development system. They may customize their training by selecting courses from the professional development catalog distributed to all employees or using individualized options. Customized training is also offered in response to employee or department needs. Employees have easy access to all information pertaining to professional development through the department's Intranet Web site (http://metroweb.mccneb.edu/staffdev/). Employees and supervisors have access to their professional development records, which are incorporated into every employee's annual performance appraisal. Part-time hourly and adjunct faculty may attend professional development courses, and adjunct faculty are compensated for attending sessions.

MCC's professional development program is considered on the cutting edge for higher education institutions. Numerous colleges have benchmarked this program and requested information addressing personnel training. In 2000, the program received the National Council for Staff, Program, and Organizational Development award from the American Association of Community Colleges as an exemplary professional development program. Program documentation is located in the Resource Room.

Conclusion

MCC's diverse student population gives the college a rich heritage and adds to its strengths. As with students, the college values its employees and considers them essential to the college's success. Exempt and nonexempt employees, along with full-time and adjunct faculty, are qualified to assume their individual responsibilities.

All employees work together to create a student-centered environment and are given professional growth opportunities to strengthen that environment. Much effort in time and college resources are committed to developing and enhancing employee skills.

Throughout the gathering of evidence for Criterion 2 relating to equity and credential information, the Criterion 2–Human Resources Committee experienced challenges in retrieving specific evidence for support. The evidence existed but not in systematic ways. This discovery led to further discussion of data collection improvement possibilities in the human resources area. The college has begun addressing these issues.

As college services have grown in size and complexity to meet the needs of a diverse community of learners, the institution has become a more complex organization. This institutional growth has affected all areas of the college, especially its human resources. For example, recruiting minority employees and qualified adjunct faculty has been a constant challenge for MCC. The college recognizes these challenges and plans to implement a variety of changes to strengthen its approach to human resources.

We Pride Ourselves

– MCC's physical facilities are accessible, safe, and clean, creating a positive learning environment for students.

– MCC dedicates significant funds, time, and personnel to the continuous improvement of its electronic communication system.

– MCC campuses have state-of-the-art technology infrastructures and multifunctional classrooms that support a variety of learning and teaching styles.

We Challenge Ourselves

– To make the current facility master planning process inclusive, relevant, and proactive.

– To provide better facilities information on room and station utilization.

Chapter 6

Criterion 2–Physical Resources

Introduction

MCC is committed to providing safe, accessible, inviting, and well-maintained facilities for students and staff. Facilities are comprised of three campuses, three centers, and several independent locations throughout its four-county area. These facilities provide positive learning environments with quality resources and equipment.

As evidence in support of fulfilling Criterion 2, this chapter reviews the college's campuses and centers; addresses MCC's leased agreement sites and external facility utilization; and presents evidence addressing academic resources and equipment, facilities and ground maintenance, and facilities planning.

Campuses

MCC has three campus sites strategically placed throughout the Omaha metropolitan area: the Fort Omaha Campus (north Omaha); the South Omaha Campus (southeast Omaha); and the Elkhorn Valley Campus (west of the metropolitan area). MCC's campuses consist of 36 buildings with a total of 673,425 square feet used for classrooms, offices, residences, and service facilities. Collectively, the campus sites make up 164 acres of land. A total of 2,850 parking spaces serve students, staff, and visitors.

Table 6.1 Physical Campus Demographics

Campus	Acres	Buildings	Square Feet	Parking Spaces
Fort Omaha	73	32	377,701	996
South Omaha	40	2	178,781	1,249
Elkhorn Valley	51	1	116,943	635
Total	**164**	**36**	**673,425**	**2,850**

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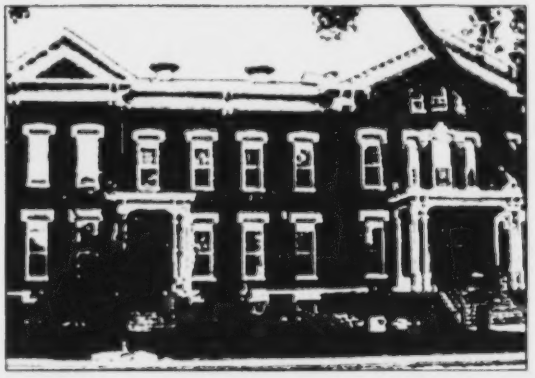
Fort Omaha Campus

Located at 30th and Fort streets in Omaha, the Fort Omaha Campus (FOC) is the oldest campus of the college system. Obtained from the federal government in 1975, the campus serves as the second highest attendance site for students.



Building 8

It contains administrative buildings, a campus library, MCC's maintenance headquarters, living accommodations for some staff, a food service operation, greenhouses, and classroom buildings.

The majority of administrative and maintenance staff provide areawide services from this location. FOC sits on 73 acres of land and contains 32 buildings. The buildings encompass 377,701 square feet of space. Parking is available for 996 vehicles, with 34 dedicated for handicap access and seven for authorized college vehicles only. See the Resource Room for the Fort Omaha Campus map.

FOC is maintained in the original 19th Century architectural theme, yet the classrooms and offices are upgraded to accommodate new technology and educational needs of the 21st Century. This balance is why some students, staff, faculty, and the community describe it as MCC's "most beautiful campus."

Building 10

The campus's main classrooms, student services, computer labs, culinary arts, career network and counseling centers are located in Building 10, which is handicap accessible.

Visual arts classrooms and labs are located in Building 6. The first level of Building 8 houses the Fort Omaha library. Additional computer classrooms and labs are located on the second level.

Building 21 supports construction technology classrooms and multiuse overflow classroom areas. Building 20 supports classroom and lab space for the auto body program.

The horticulture programs are located in Buildings 27 and 29, combining classroom, labs, a greenhouse, and outdoor gardening spaces. Continuing Education uses parts of Building 9 for allied health classes and Building 26 for a welding classroom and lab. The campus has approximately 54,667 square feet of classroom space and approximately 22,511 square feet of lab space.

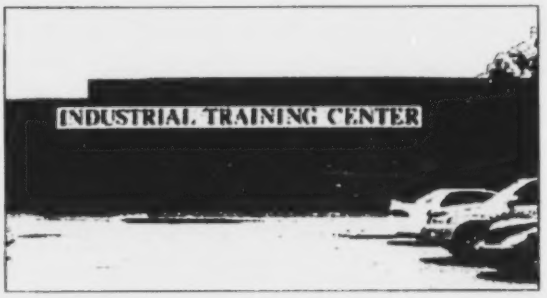
South Omaha Campus

The South Omaha Campus (SOC), established in 1978, is located on 40 acres in the heart of south Omaha at 27th and Q streets. The campus consists of two main buildings–the Eugene Mahoney building and the Industrial Training Center (ITC). An additional facility located at 28th and Q streets contains 2,746 square feet and is used as storage. All classrooms at SOC are handicap accessible and meet the Americans for Disabilities Act (ADA) requirements.

Mahoney Building

Classrooms, student services, computer labs, a library, a career network and counseling center are located in the Mahoney building. The Mahoney building also contains two adjoining rooms, identified as the Learning Center, which are dedicated as computer labs and accessible to MCC students during all open hours. In addition, Mahoney contains seven computer lab/classrooms used by faculty in various programs for classroom instruction. See the Resource Room for Mahoney's floor plan.

Continuing Education and many of the credit and noncredit vocational-technical programs are located in the ITC building, along with a gym, a student commons area, classrooms, and a kitchen area. See the Resource Room for ITC's floor plan.



Industrial Training Center

SOC's combined classroom space for the two main buildings is 41,986 net square feet. Combined laboratory space is 44,132 net square feet. The campus has 1,249 parking spaces, with 21 dedicated for handicap access and 10 for authorized college vehicles only. Parking is adequate to support the staff and student population.

SOC is a full-service educational campus, offering classes, laboratory space, counseling, student academic and financial assistance, library holdings, public safety, and academic and technical support to students and staff. The two buildings are utilized seven days per week, providing for a variety of day, evening, and weekend classes. As the top attendance campus site for students, the SOC facility is becoming increasingly crowded.

Elkhorn Valley Campus

The Elkhorn Valley Campus (EVC), 22 miles west of the Fort Omaha and South Omaha campuses, is located at Highways 6 and 31, north of West Dodge Street on the western outskirts of metropolitan Omaha, near Elkhorn, Nebraska. EVC provides educational experiences for western Douglas County and portions of Dodge and Washington counties.

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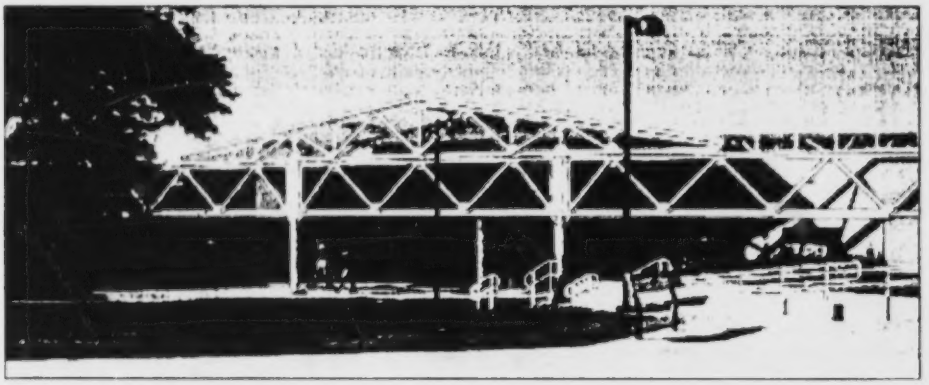
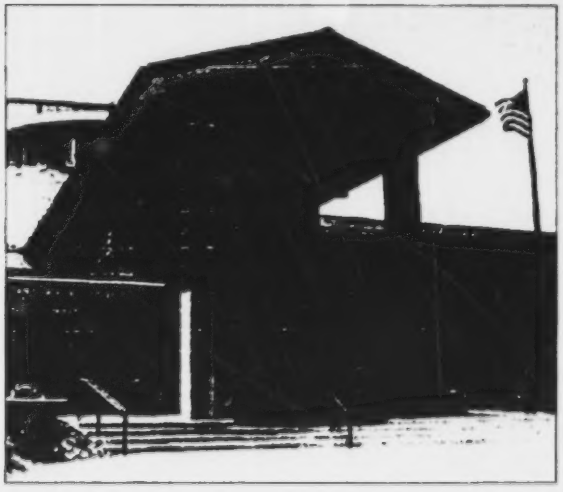


Elkhorn Valley Campus

One building on a 51-acre site, EVC is a full-service facility offering classrooms, four computer and visual arts labs, library services, instruction, public safety, counseling, student services, a career network center, and technical support to staff and students. EVC also offers a Learning Center, which is dedicated as a computer lab and is accessible during all open hours to MCC students. All classrooms at EVC are handicap accessible and meet the ADA requirements.

MCC's visual graphics program, which uses state-of-the-art technology, is located at EVC. The campus is the central distribution site for all video production. EVC has classroom space of 35,073 square feet and laboratory space of 9,202 square feet. The campus has 635 parking spaces, with 15 dedicated for handicap access and eight for authorized college vehicles. Parking is adequate to support the daily staff and student population. The campus also has a one-mile walking trail through a prairie-like environment. See the Resource Room for EVC's floor plan.



Sarpy Center

EVC is effective in providing quality education to students despite the fact that it is not served by public transportation, and no major industries or employers are located near the site. However, EVC is well positioned to serve community needs in the coming decades as the metropolitan area continues its western growth.

Leased Agreement Sites

MCC cooperates with a number of other entities by leasing or sharing space.

Sarpy Center

Beginning in 1993, the college provided educational services to Sarpy County residents in a leased 10,000 square foot mini-educational

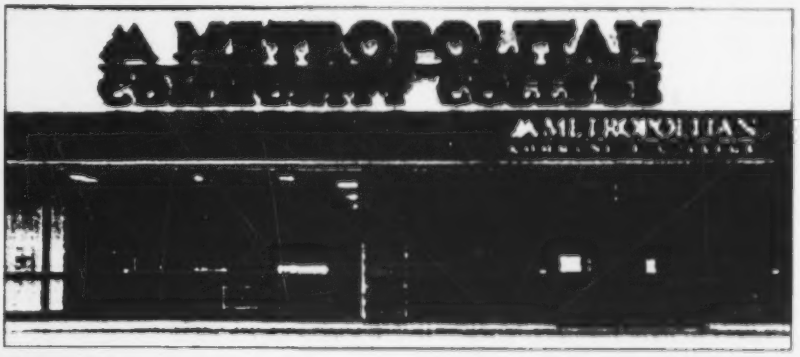
center, located in a strip mall, with major emphasis on business, microcomputer, and general education support classes.

In April 1995, MCC partnered in a cooperative agreement for a joint-use facility that combined the LaVista city library and MCC instructional space into one building, called the LaVista Public Library/Metropolitan Community College Sarpy Center. MCC's space and LaVista's library were completed in November 1999, with a community-wide dedication and grand opening held in January 2000.

The college and the City of LaVista share in joint ownership and use of the Sarpy facility, with each entity owning its own portion of the complex yet sharing common space and some equipment. The college and LaVista created a nonprofit organization known as the LaVista/Metropolitan Community College Condominium Owners Association to address routine administrative and maintenance issues pertaining to joint-use aspects of the complex. Refer to the Resource Room for documentation.

The LaVista library occupies 25,700 square feet. Public meeting spaces that are shared by MCC and the LaVista library comprise approximately 8,300 square feet. The total square footage for the entire building is approximately 68,000 square feet. Four hundred parking spaces are provided at this site. Additional information addressing MCC's partnership with the LaVista library is addressed in Chapter 12, Criterion 5-Integrity.

The new Sarpy Center is located on a 20-acre site in the City of LaVista at 9110 Giles Road. Of the shared space, MCC occupies approximately 34,000 square feet, with 15,311 square feet of classroom space. This space is divided into 16 general-purpose classrooms, three computer lab classrooms, and one distance education classroom. In addition, the center has faculty office space, administrative office space, and mechanical and building support areas. See the Resource Room for SRP's floor plan.



Fremont Center

Fremont Center

The Fremont Center is located in the Eastville Shopping Plaza in Fremont, a community of 25,174, 30 miles northwest of Omaha. It primarily serves Dodge and Washington counties, which are part of MCC's four-county service area.

The Fremont Center consists of 7,763 square feet with 3,390 square feet for classroom space and 573 square feet of open computer lab. The center has five general-purpose classrooms, one distance education classroom, two computer labs/classrooms, a computer lab, two administrative offices, one faculty office, storage, and mechanical and restroom facilities.

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The Fremont Center offers continuing education classes, English-as-a-second language classes, and ABE/GED coursework for the Fremont and Dodge County areas. The distance education offerings allow the center to provide more classes for its students, and the computer labs bring technology to students who would not otherwise have access to college courses.

In the spring 2001, a 3,000 square foot facility approximately one mile west of the Fremont Center was added. This facility is currently one large area used for lab and classroom instruction. Both facilities are leased. See the Resource Room for the Fremont Center floor plans.

External Facility Utilization

To complement its facilities, the college utilizes external facilities to deliver certain programs and services.

Offutt Center

The Offutt Center, located at Offutt Air Force Base in Bellevue, consists of 2,370 square feet with 2,070 square feet of dedicated classroom space containing two general-purpose classrooms and one computer lab/classroom, besides an administrative office. The center is contained within the base's education complex, which MCC shares with several other postsecondary institutions. MCC uses the base's facilities under a memorandum of understanding with the U.S. Air Force. Air Force parking space is used for students.

Nebraska Correction Education Connection

The Nebraska State Department of Corrections (NCEC) contracts with MCC to provide educational programming at nine correctional sites throughout the state. While this is a legal contractual agreement to provide services, a more appropriate description is a solid partnership aimed at supporting inmates throughout the state pursuing educational goals.

Educational services include programming for ABE/GED, ESL, basic life skills, and credit offerings. In addition, courses are offered via the college's interactive TV/distance education system.

In the spring 2002, many state entities were faced with severe budget cuts which included the Department of Corrections. Consequently, the funding for MCC's programs was also cut. The college was able to follow the directives of the state in cutting the budget while at the same time preserving much of the programming. The vocational labs were deleted but other classroom space was kept intact.

The corrections contract is administered through the coordinator of NCEC, who is housed at the Fort Omaha campus but travels to the sites throughout the state. In addition, each site has an NCEC facilitator who supervises staff and manages operations at their locations. The facilities and equipment used in the educational programming are funded and owned by the Nebraska State Department of Corrections.

MCC provides educational services at the following state correctional facilities. For security reasons, maps, room configurations, and other data are not provided.

- **Omaha**
  Omaha Correctional Center
  Community Corrections Center
  Nebraska Correctional Youth Facility
- **Lincoln**
  Nebraska State Penitentiary
  Community Corrections Center
  Lincoln Corrections Center
- **McCook**
  Work Ethic Camp
- **Tecumseh**
  Tecumseh State Correctional Institution
- **York**
  Nebraska Correctional Center for Women

Opportunities/Jobs/Careers

Opportunities/Jobs/Careers (OJC), a business education partnership designed to support the career development of today's students and tomorrow's workforce, offers programs at multiple sites in and around the four-county service area, maximizing interaction between education and business communities. The OJC program is administered from Building 5 at the Fort Omaha campus. See the Resource Room for a list of external facilities used for the OJC program.

Workforce Development Institute™

Workforce Development Institute™ (WDI), which provides customized credit and non-credit programming to business, industry, government, and community organizations, is administered from Building 4 on the Fort Omaha campus and utilizes other facilities in the community to offer services. WDI maintains a computer lab at the Sarpy Center and at the Fort Omaha campus. In addition, the Sarpy Center has a dedicated classroom for WDI needs. Refer to the Resource Room for a list of onsite services companies.

Continuing Education

The Continuing Education department mails over 270,000 noncredit class schedules per quarter to all residents in the metropolitan area. Continuing Education not only offers noncredit courses at the various MCC campuses and centers but also at approximately 100 sites throughout the four-county service area. Refer to the Resource Room for a list of Continuing Education class sites during the 2001-2002 academic year.

Academic Resources, Technology, and Institutional Equipment

MCC's state-of-the-art academic resources and equipment, including its support systems, are demonstrations of the college's commitment to providing students a quality learning environment.

Administrative Computing Services

The Management Information Services (MIS) department is responsible for the administration of all computing services. MIS serves MCC's students, faculty, and staff through Datatel's Colleague administrative system, utilizing the student, financial, and human resources modules within Colleague. The Colleague system resides on a Hewlett-Packard N4000 server located in Building 2 at the Fort Omaha campus. This entire system has 100% electrical back-up power capabilities. MCC also maintains a Hewlett Packard (HP) K570 business continuity server at the South Omaha Campus as a backup to the Fort Omaha system.

One of MIS's priorities is to deliver services via the Web. The MIS department has launched a number of Web projects in the last few years. Online grading was initiated in November 2000, and Web registration was implemented in January 2001. A process for Web transcript requests was implemented in April 2002, with credit card Web payments for courses initiated in June 2002.

MIS also supports the Advance Library System (GEAC) as well as the Raisers Edge Fundraising software for the Foundation office.

Telephony

MCC uses the Iwatsu Private Branch Exchange telephone system, which provides a high level of features and support for faculty, students, and staff.

Each campus has a telephone switch with a direct outside connection to local and long distance carriers as well as a connection to MCC's internal phone network. The system provides seven-digit dialing directly to an individual or office. Additionally, any phone is accessible within the system through four-digit dialing. The Iwatsu PBX allows internal transfers, call coverage for up to 24 extensions, call forwarding, speed dialing, caller identification, last number redial, conference calls, and voice mail notification.

The system also has a voice mail capability 24-hours per day. It allows on- and off-campus message retrieval as well as the capability to store messages up to 90 days, which is a critical contact path for adjunct faculty and students.

WAN

The college's wide-area network (WAN) uses standards-based ATM technology to deliver voice, video, and data to the Fort Omaha, Elkhorn Valley and South Omaha campuses as well as to the Sarpy Center. The Fremont Center is connected with multiple T1's for voice, video, and data. Video links to the Omaha Correctional Center and a video and data link to the University of Nebraska-Omaha also use the ATM circuits.

Network

MCC has a campus network that consists of several campus locations within a four-county area in and around Omaha and includes Cisco routers, HP hubs, HP switches, Nortel Centillion switches, Nortel Baystack switches, Nortel Baystack routers, and Nortel Accelar/Passport switches. The college also utilizes equipment from General Data Comm (GDC) for connectivity to multiple ATM circuits with various levels of total bandwidth. The MCC computer network consists of 83 servers, 12 routers, dozens of Ethernet hubs, and dozens of Ethernet switches.

Computers

MCC has approximately 2,500 computers and 53 laptops distributed across all campus and site locations. Approximately two-thirds of these computers are targeted for student and faculty use in areas such as libraries, computer and program area labs, technology classrooms, and learning centers. Approximately one-third of the computers are distributed for office use for staff and faculty. Laptops and projectors are available for checkout for college-related presentations locally or out of state. These presentation stations, for use by staff and faculty, are located in the libraries.

MCC's ITS staff maintains the computers and ensures they are available to staff and students. Based on the winter quarter 2001-02 survey of cost center managers, the average annual computer downtime was .3% within the last year.

Computer Labs

MCC has fully staffed and equipped computer labs at its three campuses and two centers. The labs, open to currently enrolled students, offer access to the latest computer hardware and software in support of MCC's computer technology programs.

On weekdays, 1-2 full-time supervisors staff each campus lab from 7:30 a.m. to 10 p.m. Weekend hours are slightly abbreviated, but are staffed whenever a class is scheduled for its use. Lab usage varies by the day of the week, campus location and time of year. Heaviest usage is Monday through Thursday. On average, the three campus labs serve approximately 90 students per day; the Sarpy Center services approximately 150-200 students each day. The Fremont Center and Offutt serve less than 20 students daily.

Technology Classrooms

The college has 67 technology classrooms located college-wide to support faculty presentations of multimedia and Web-based curricula. Technology classroom equipment includes a custom-designed instructor podium, document camera, VCR, a computer with CD-ROM or DVD-ROM drives and network connectivity, a telephone, and a ceiling-mounted LCD projector. Orientations for users are provided as part of the staff development training plan and can be arranged by appointment. The help desk provides immediate troubleshooting assistance through a telephone located in each classroom.

In addition, the college has LCD projectors located in 26 classrooms used by the Computer and Office Technologies programs to enhance and support the delivery of course content.

Permanent pedestals containing a VCR and large screen monitors are located in 17 classrooms college-wide.

Library Facilities

Library facilities are located at the three campuses. A full-time library supervisor and at least one full-time library assistant as well as a number of part-time library assistants staff each library. Temporary library assistants, a library clerk, and work-study students also staff the libraries, with a total of 19.75 staff for the three libraries. Library staff are available during library hours to assist students and staff in accessing information. All three campus libraries are open 85.5 hours per week when classes are in session, and 42.5 hours per week when classes are not in session.

Table 6.2 Library Hours

Days of the Week	When Classes are in Session	When Classes are not in Session
Monday–Friday	7:30 a.m. – 10:00 p.m.	7:30 a.m. – 5:00 p.m.
Saturday	7:30 a.m. – 4:30 p.m.	Closed
Sunday	1:00 p.m. – 5:00 p.m.	Closed

Learning Centers

Learning centers are located at the three campuses and available to all students. Each center is open approximately 80 hours per week and is staffed with a full-time coordinator and a team of part-time instructional assistants. As academic support, MCC's learning centers provide students with a variety of services and access to computer technologies. The centers are further addressed in Chapter 8: Criterion 3–Instructional Services.

Safety

MCC is committed to providing a safe, secure, and healthy environment for all students and employees. Students consider MCC a safe place to attend college. Of the 1,205 student responses in the 2001 student information/student satisfaction survey, 95% (1,144) "agreed" or "strongly agreed" with the statement, "I feel safe when I am on any of Metro's campuses." Most employees recognize MCC's commitment to safety. Of the 558 employees who responded in the 2001 employee climate survey, 70% (391) "agreed" or "strongly agreed" that MCC thinks the safety and health of employees are important.

One of the ways MCC demonstrates its commitment to safety is the number of professional development classes it offers that address safety. See the Resource Room for a complete list of all 2001-02 professional development classes pertaining to safety.

Public Safety Department

Another demonstration of MCC's commitment to safety for students and employees is through its Public Safety (PS) department, a model division in providing services to enhance MCC's safe and healthy environment. Because of the PS department's accomplishments, MCC has been the recipient of the Award of Honor with Merit from the Greater Omaha Safety and Health Council for the last six consecutive years.

Crime statistics at MCC are below national averages and have held flat or declined in some areas, indicating sufficient coverage by the department. A recent addition of automated external defibrillators at the three campuses and two centers also demonstrates the department's commitment to the safety and welfare of others. Refer to the Resource Room for supporting documentation.

MCC's public safety officers, certified in first aid and CPR, offer a variety of services such as responding to campus emergencies, escorting staff and students on campus when necessary, providing directions and information, and administering first aid for minor medical incidents. PS also designs and implements college-wide safety programs and conducts yearly training in standard first aid and safety training.

The college's Public Safety department is exemplary in its operations, personnel, and dedication to safety. However, the area would benefit from a formal needs assessment. In light of September 11 and the potential threat to any large institution, the college would benefit from this additional proactive approach to safety.

Emergency Planning

Security and sabotage/terrorism avoidance initiatives are currently being developed and will be implemented through the Facility Management and the Public Safety departments. An Emergency Management Group has been established to enhance the college's ability to recover from an incident. Emergency management courses are offered through professional development to all college employees.

Facilities and Grounds Maintenance

MCC's commitment to facilities and ground maintenance demonstrates its pride in the institution and is one of the college's many strengths. Maintaining 164 acres of land and 36 buildings at multiple sites is a complex endeavor. Its dedicated personnel create an inviting atmosphere to students, faculty, staff, and the community.

The director of Facilities and Grounds Management reports to the executive college business officer. An assistant director, who reports to the director, is in charge of operational duties. An operations coordinator, who reports to the assistant director, is responsible for daily campus/center operations.

Four buildings and grounds managers, one for each campus and the Sarpy Center, are responsible for the custodial, grounds, and maintenance staff at each location. They report to the operations coordinator.

The five areawide trades supervisors, who report to the assistant director, are responsible for the electrical, plumbing, mechanical, carpentry, and painting trades people. A college mechanic who maintains all college vehicles and motorized equipment also reports to the assistant director.

Two project coordinators report to the director. One project coordinator is responsible for internal planning and design; the other project coordinator is responsible for external planning as well as projects and facilities technology.

The department employs 66 people, with part-time temporary staff employed as needed to supplement priorities and workload.

Public Perception and Facility Location

In the 2001 public perception telephone survey, a sampling of 502 residents in the four-county service area was asked if they were aware that MCC offered classes at its different sites. The percentage and the number responding "yes" to each site follow.

Table 6.3 Public Perception Survey and Facilities

Question: Are you aware that MCC offers classes at the _____ ?

Campus/Center	Respondents	Percentage
Elkhorn Valley Campus	390	77.8
Fort Omaha Campus	431	85.8
South Omaha Campus	424	84.6
Fremont Center	224	44.6
Offutt Center	195	38.8
Sarpy Center	232	46.2
Classes in Public Schools	201	40.1
Local Businesses	131	26.0

Survey participants were more aware of classes offered at MCC campuses and centers if those locations were located in or near their county of residence. The further away the campuses/centers from the respondents, the lower their awareness of the facilities and courses offered at a site. Complete survey results are located in the Resource Room.

1995 Master Facility Planning

In 1993, MCC hired Zenon Beringer Mabrey/Partners Inc. to create an updated master facility planning study, which was completed in 1995. Because of the 1995 study, several physical space changes occurred. A summary of these facility modifications and a copy of the 1995 master facility plan are located in the Resource Room.

Although a number of facility changes resulted from the 1995 study, the focus was primarily on remodeling or renovation. During the last 10 years, most of the facility emphasis has been on improvements and reconfiguration of spaces to serve the needs of the college.

With implementation of the 1995 master facility plan, the Facilities Planning Advisory Group (FPAG) was formed. The group, composed of representatives from all vice president and dean areas, facilitates the management of facility priorities from a college-wide perspective, including major renovations and budget requests for renovation by college staff. The FPAG is also responsible for making sure that budgetary requests for equipment coincide with approved facilities renovations.

2003 Master Facility Planning

MCC is undergoing a comprehensive master planning effort with Sasaki Associates, Inc. for the following reasons:

- The master plan interprets and reinforces MCC's identity.
- It provides a physical plan to reinforce the college's mission and gives physical reality to educational and community goals.
- It identifies space needs and explores what the possibilities and limits are for growth at each campus.
- It suggests a sequence that will define and invigorate each campus and helps to ensure that new buildings contribute to the quality and character of each campus.
- It helps to define the college's relationship with its neighbors and with the broader Omaha community.
- It provides a tool to assist with fundraising efforts, voter support for bond issues, and opportunities for public and private partnerships.

The success of the master plan requires that it respond to the needs, values, and aspirations of all members of the MCC community. Consulting with the college's students, faculty, staff, residents of neighborhoods surrounding each campus, and others who have an interest in the college is imperative. The process has been structured to encourage and facilitate input by incorporating individual interviews, campus forums, and work sessions. During the first phase, the planning team held extensive interviews with members of the college community, and campus forums were held to encourage broad input. The interviews and forums will be followed-up with additional sessions during subsequent phases. Initial activity has revealed specific gaps in room and station utilization information that will be addressed as the planning process evolves.

Future Development

The master facility planning process will provide a framework to guide institutional decision-making as future opportunities are considered and prioritized. MCC has taken actions to create numerous opportunities for future growth.

The college has:

- Finalized a transaction with the City of Omaha for land purchase at the South Omaha campus;
- Purchased 10 acres of land in Fremont through an inter-local agreement with the City of Fremont and the Fremont Public Schools and is exploring various options regarding the building of an educational center on the land;
- Purchased an option on 3.9 acres of land in Bellevue with the Bellevue Public Schools and is considering various options regarding MCC's presence at any facility that may be built there; and
- Purchased 3.25 acres at the south end of the Fort Omaha Campus and is exploring options for development of the land.

The college has positioned itself well for future growth opportunities. This topic is further addressed in Chapter 11: Criterion 4–Organizational Stability and Planning.

Conclusion

This chapter addressing MCC's physical resources demonstrates the college's commitment in providing a safe, accessible, and inviting environment for learning. The college provides quality facilities for students. Some would consider the college's academic resources and equipment, along with its support systems, on the cutting-edge of instructional design and delivery.

MCC's sound facilities planning is one reason for the college's success in providing quality resources. The future challenge for MCC will be to maintain this level of success and move the institution forward without any loss in momentum.

We Pride Ourselves

– The institution demonstrates a strong financial position and fiscal responsibility.

– MCC maintains a balance among funding sources of property tax, tuition, and state aid.

We Challenge Ourselves

– To continue maintaining affordable tuition for students.

– To continue to review processes that facilitate effective resource allocations to support learning throughout the institution.

Chapter 7

Criterion 2–Financial Services

Introduction

Metropolitan Community College (MCC) is committed to providing an environment supportive of learning as demonstrated in its responsible use of revenues and fiscally sound budgeting decisions. Chapter 7 demonstrates the college's fiscal viability as it relates to Criterion 2. This chapter addresses MCC's accounting practices, budget process, sources of revenue, and expenditures.

Financial and Administrative Management

The executive college business officer (ECBO) oversees all aspects of MCC's business transactions, including budgeting and expenditures. In addition to overseeing the financial and administrative aspects, the ECBO is also responsible for administrative management, facilities management, and human resources. Refer to the Resource Room for a detailed outline of this structure.

Accounting Practices

Fund Accounting

To ensure observance of limitations and restrictions placed on the use of available resources, MCC accounts are maintained in accordance with the principles of fund accounting. In this procedure, resources are classified for accounting and reporting purposes into funds according to the primary activities and objectives specified.

Types of Funds

- **General Fund.** The general fund is used to account for all revenues and expenditures for current general operations.

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Instruction is the primary program. Academic support, student services, institutional support, and physical plant operations are support activities.

- **Continuing Education Fund.** This fund is used to account for the revenues and expenditures related to noncredit courses that are not reimbursable for state aid.
- **Auxiliary Operations Fund.** The auxiliary fund is used to account for self-supporting services for students and staff.
- **Federal Funds.** Federal funds are used to record revenues and expenditures for specific federal grants, including student financial aid awards.
- **Restricted Fund–Other Funds.** These funds are used to record revenue and expenditures for state and other non-federal monies received, which have restricted use.
- **Capital Improvement/Building Fund.** This fund is used to record income and expenditures for the acquisition and improvement of sites and facilities.
- **Hazardous Material Abatement/Handicapped Accessibility Fund.** This fund is used to record income and expenditures for hazardous material abatement and accessibility for persons with disabilities.
- **Agency Funds.** These funds are used to record funds that are held and disbursed by MCC as a custodian or fiscal agent for other agencies such as the MCC Foundation, student organizations, or other agencies.

Budget Process

The college budget is prepared each fiscal year for approval by the MCC Board of Governors. It is also prepared to satisfy statutory requirements. The goal of a fiscal year budget is to estimate actual revenues and expenditures while providing a responsible level of contingency protection and flexibility. The budget serves as an initial plan on how resources will be allocated to meet needs, as directed by the college's strategic plan. Resource planning and utilization decisions are made based on what best serves the college's mission.

To begin the budget process, the Board of Governors and chief administrators clarify college priorities for the coming year in light of the college's strategic plan. Based on these priorities, the administration prepares more specific budget development guidelines, including general budget targets and assumptions. A budget development timeline is also created to help assure an understanding of key dates and steps in the budget development. All of these guiding tools are provided to each cost center manager. However, the challenge remains to continue refining MCC's systems to support the effective allocation of resources to support learning.

Cost center managers must submit budget requests for their cost centers, with the exception of salaries and benefits for regular employees, which are calculated by the business office. Managers are encouraged to involve employees within their cost centers in the budget process and to communicate all significant decisions to those affected. All budget requests must be prioritized by determining what is needed to serve the college's mission.

Faculty members contribute to the development of the Educational Services budget. At the department level, they provide input into prioritized departmental needs through their department representatives. This input is consolidated with input from a number of different sources to determine the division's needs for the coming year.

A computerized budget module was developed in the last two years to fully capture and document requests. Budget information is accessible to cost center managers, their supervisors, and executive managers in a flexible and analyzable format. To ensure that cost center managers are directly involved in decisions affecting their budget requests, access to each cost center budget input screen is generally available only to the cost center manager and to assigned delegates. Refer to the Resource Room for supporting documentation.

General Fund Sources of Revenue

MCC is one of six colleges in the Nebraska community college system. System-wide, the legislature's intent was to fund the colleges 40% from local taxes, 40% from state funds, and 20% from tuition. Because the 20% provided by tuition is a statewide goal, it falls on those community colleges with greater enrollment to exceed that percentage. The state funding formula allows those community colleges with fewer enrollments to receive greater credit for those enrollments.

Table 7.1 Historical Patterns of College Revenues: 1991-92 to 2000-01 ($ Millions)

Revenue Sources	Actual 1991-92	Actual 1995-96	Actual 2001-02	Budgeted 2001-02	10-Year % Increase
Local Taxes	10.46	14.62	5.28	16.16	54.49%
% of total	44.3%	46.0%	12.2%	35.8%	
State Aid	7.85	9.24	26.19	16.40	108.92%
% of total	33.2%	29.1%	60.6%	36.3%	
Tuition	4.75	7.14	10.23	11.39	139.79%
% of total	20.1%	22.5%	23.7%	25.2%	
Grants	0.21	0.32	0.29	0.25	19.05%
% of total	0.9%	1.0%	0.7%	0.6%	
Other Sources	0.35	0.43	1.22	0.95	171.43%
% of total	1.5%	1.4%	2.8%	2.1%	
Total	**23.62**	**31.75**	**43.21**	**45.15**	**91.15%**
% of total	100.0%	100.0%	100.0%	100.0%	

State Aid and Local Taxes

Over the years, state funding sources have not always lived up to their original intent, but recent legislation has helped restore much of that intent. The legislation allows for expanded state aid funding as MCC enrollment grows. On the other hand, legislation has lowered the college's maximum tax rate and placed community colleges under two tax revenue lids that restrict the college's ability to increase revenue.

The more important of the two legislative bills, Legislative Bill 269, drives Nebraska community college revenue budgets. In addition to establishing the maximum MCC and other community colleges can receive in combined property tax and state appropriations, it provides the calculation and funding for state appropriations. The bill imposes a lid in combined growth in property taxes and state aid to 2% plus the growth in full-time equivalent student enrollment (FTE) in the prior year. LB 269 also establishes a ratio for state funding of 20% from tuition, 40% from state, and 40% from property tax.

LB 989 created the lid that applies to all government agencies, including community colleges. Under LB 989, each year the funding base increases 2.5% plus the excess for FTE growth over 2.5%. An additional 1% can be mandated by the optional super majority vote (9 of 11 board members). If revenues allowed under LB 269 cause MCC to exceed its revenue authority as calculated by LB 989, the college would have to lower its revenue calculation to bring it into compliance. MCC is required to use the more restrictive of these legislative bills. So far, MCC has been able to receive its full funding under LB 269.

In fiscal years 1999-00 and 2000-001, the state legislature implemented a property tax relief program by placing an additional $30 million per year in the community college funding formula to decrease property tax rates statewide. For fiscal year 2001-02, the additional funds were withdrawn due to reduced state funding sources. MCC's fiscal year 2001-02 general fund property tax rate was substantially increased to replace its share of the lost funding. However, the fiscal year 2001-02 rate is still lower than the fiscal year 1998-99 rate, before the property tax relief measures were installed.

MCC accounts for about 3% of the total property tax bill in its service area. With the elimination of the tax-relief program, property taxes account for 35.4% of MCC's general fund budget. State aid is 36.7%, tuition is 25.2%, and other sources provide 2.7%.

MCC is sensitive to the challenges of maintaining quality programs and keeping property tax revenue at a realistic level. Public perceptions suggest concurrence. A few weeks after the property tax increase for 2002 was announced in the news, MCC conducted a public perception telephone survey throughout the four-county service area. Of those surveyed, 68% rated the college as "good" or "excellent" in providing value for their tax dollars.

Tuition Rates

MCC continues to maintain a comparatively low tuition rate while providing quality educational experiences for students. The tuition rate is often cited as the chief reason students choose MCC. According to the fall quarter 2001 student information/satisfaction survey, almost 71% of students named cost as one of the reasons they chose MCC. Of those same students, 91% thought MCC's tuition and fees are "about right." Metropolitan area residents also think MCC's tuition rates are reasonable, according to the 2001 public perception survey. When asked how they would rate MCC on tuition, 64% of respondents rated tuition as very low (6%), low (22%), or about right (35.7%). Thirty-two percent responded, "Don't know."

Tuition rates in 1992-93 were $20.50 per quarter credit hour for resident students and $41 per quarter credit hour for nonresident students. (In 1995-96, nonresident student tuition

per quarter credit hour decreased 27% to $30.) In 2001-02, tuition for resident students was $29.50 per quarter credit, a 44% increase since 1992. For nonresidents, tuition was $37 per quarter credit, a 10% decrease from 1992.

In 1996 the college implemented a $2 per credit hour facility/technology fee for all students. Previously, additional fees were last charged in 1983 at $.25 per credit hour. Including facility/technology fees, full-time resident tuition in 1992-93 was $307.50 per quarter and $615 for nonresident tuition. In 2001-02, total full-time resident tuition was $487.50 (a 59% increase) per quarter and $600 for full-time nonresident tuition (a 2% decrease).

Compared to area schools on a semester basis, MCC's quarter tuition and fees for 2001-02 were the same as or up to $3.75 per semester credit hour lower than other Nebraska community colleges and substantially less than other public colleges. MCC tuition has increased over the years, however, the college remains competitively priced. Refer to the Resource Room for additional documentation on MCC's tuition rates.

Figure 7.2 2001-02 Tuition/Fees Per Semester Hour Comparison

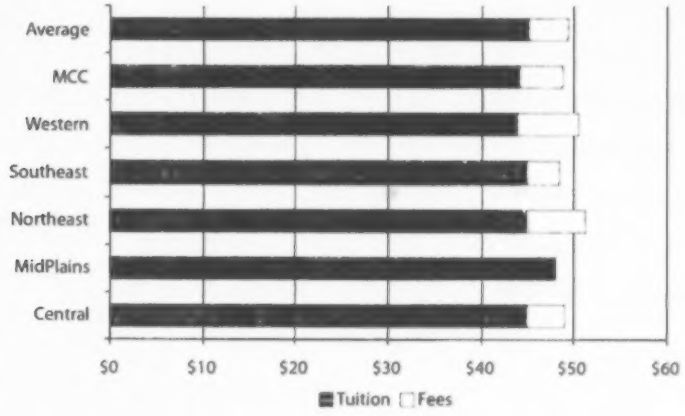
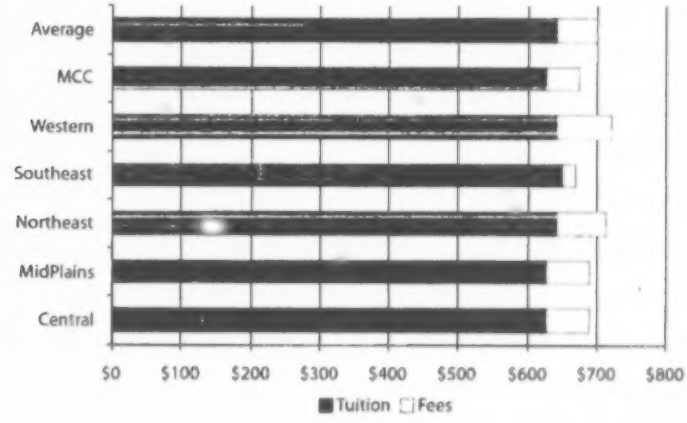


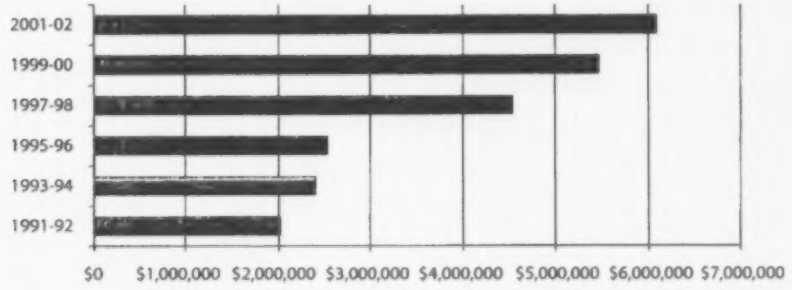
Figure 7.3 2001-02 Tuition/Fees for Full-time (15 Semester Hours) Students



Grants

Income from grants and contracts increased over the past 10 years from $2,026,984 in 1991-92 to $6,103,076 in 2001-02. In 2001, the Grants Development and Management Office, along with an advisory committee, developed a comprehensive system to guarantee that potential grants clearly relate to the college's mission and purposes. The rationale for this new system is to ensure relevance of grants to the college and to community needs. Refer to the Resource Room for additional information on grants.

Figure 7.4 Income from Grants and Contracts: 1991-2001



MCC Foundation

In 1977, the Board of Governors established the Metropolitan Community College Foundation to solicit private contributions from individuals, corporations, other foundations, and associations. The Foundation is an IRS approved 501(c)3 nonprofit corporation governed by a volunteer board of directors.

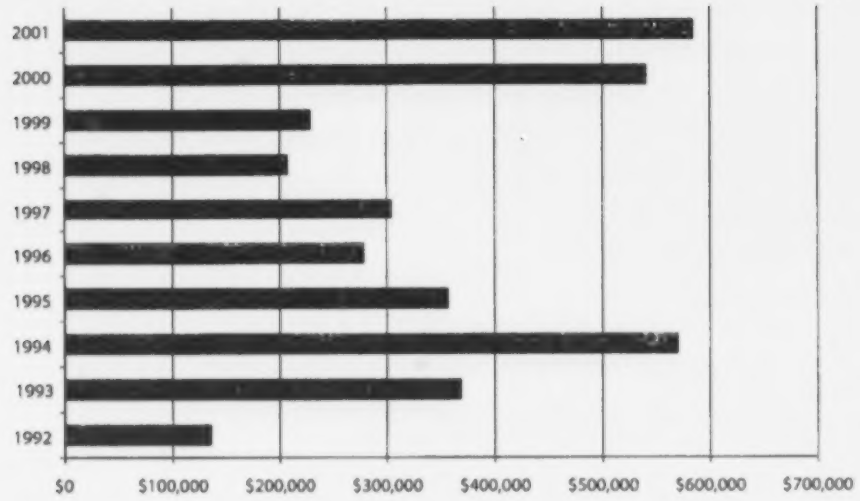
Foundation revenue in 2001 of $548,266 as reported on IRS Form 990, exceeded 1992 revenue of $136,380. Total contributions for 2000-01 fiscal year were $584,640, including cash and gifts in-kind.

In 2001-2002, the Foundation Board of Directors implemented a new financial operating policy to more effectively manage both endowment and fully expendable contributions. A private financial services company provides investment services and manages the mix of investments according to an approved investment policy established by the board in 1999.

Private charitable support for 2001 included cash, gifts in-kind, and gifts of appreciated assets. Donations were given as restricted and unrestricted gifts. The majority of restricted gifts were awarded as grants or loans to MCC students and to support specific projects such as the Omaha Career Network program ($317,572). Other categories for charitable support given in 2001 included student aid such as scholarships ($132,813), faculty/staff awards ($4,000), and in-kind contributions ($36,374).

In recent years, the Foundation has taken a more strategic approach to fundraising. Future efforts may focus on increased support for academic programs, land acquisitions, building construction and facility renovation, faculty support, equipment, and technology. Supporting documentation may be found in the Resource Room.

Figure 7.5 MCC Foundation Revenue: 1992-2001

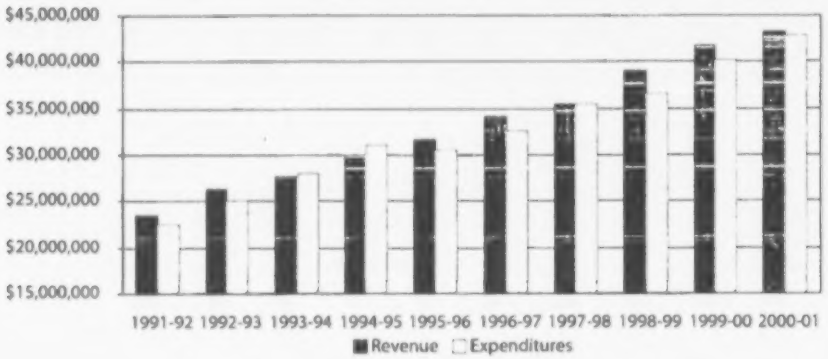


Expenditures

Expenditure History

MCC expenditures have grown over the last nine years, driven by enrollment increases, inflation, and increasing salary and benefits. Increasing enrollment has allowed MCC to expend a greater portion of the budget on instruction, academic support, and student services rather than on institutional support and physical plant. The percents of total expenditures on instruction, academic support, and student services have increased from 60% in fiscal year 1991-92 to 66% in fiscal year 2000-01 as percentage of the total. MCC has also expanded institutional student aid over the same years from 1% to 2% of expenditures.

Figure 7.6 Revenue vs. Expenditure: 1991-2000



Several additional factors have influenced expenditure increases. A planned effort to increase and balance the full-time faculty in instructional programs is one factor in a recent increase in personnel costs. Additionally, the approval of a revised compensation plan for exempt and nonexempt staff during fiscal year 2000-01 increased MCC's personnel costs. The plan was an effort to reduce turnover, provide better service, adjust to the metropolitan salary market, and alleviate pay compression (short-term employees earning at or near the pay of long-term employees).

Health care insurance continued to substantially increase over the last 10 years. The recent organization of four employee groups (Custodial, Maintenance, Information Technology, and Public Safety) and a current effort underway to organize academic advisors have added to an increase in expenditures. A growth in the cost of providing up-to-date technology on all campuses and centers has also played a significant role. See the Resource Room for additional information.

Table 7.7 Expenditures by Major Object Codes

Object Code	Actual 1991-92	Actual 1995-96	Actual 2001-02	Budgeted 2001-02	10-Year % Increase
Personnel Services	16.87	22.88	31.49	35.17	108.48%
% of total	74.9%	74.9%	73.5%	72.5%	
Operating Expenses	3.56	4.76	6.68	8.71	144.66%
% of total	15.8%	15.6%	15.6%	17.9%	
Supplies/Materials	0.82	0.95	1.35	1.39	69.51%
% of total	3.6%	3.1%	3.2%	2.9%	
Travel	0.15	0.18	0.37	0.41	173.33%
% of total	0.7%	0.6%	0.9%	0.8%	
Capital Outlay	0.82	1.27	2.22	2.04	148.78%
% of total	3.6%	4.2%	5.2%	4.2%	
Student Aid/Other	0.30	0.50	0.74	0.81	170.00%
% of total	1.3%	1.6%	1.7%	1.7%	
Total Expenditures	**22.52**	**30.54**	**42.85**	**48.53**	**115.50%**
% of total	100.0%	100.0%	100.0%	100.0%	

Reserves

MCC's reserve fund balance between 1992 and 2001 indicates a consistent pattern of increase. From a 1992 balance of $5.6 million to a 2001 balance of $18.9 million, reserves have increased 338%. The college demonstrates strong fiscal responsibility in the use of funds over the last 10 years as evidenced by the steadily increasing reserve fund. The college is in a good position to offset any unforeseen reduction in financial resources.

Institutional Audits

MCC follows appropriate accounting practices according to generally acceptable accounting principles (GAAP) and the government accounting standards board (GASB) as verified

by annual audits. From 1992-2000, the annual college audits, the full-time enrollment (FTE) audits, and the Foundation audits, all resulted in unqualified audit opinions, which indicate the college is following standard accounting practices in all covered areas. Refer to the Resource Room for audit documentation.

Conclusion

While MCC's dependance on tuition revenue has increased compared to local taxes and state aid, its tuition rates are considered appropriate by students and the community. The college's accounting practices are suitable for an institution of its size and complexity, and the college's resources are meeting its immediate needs. The newly implemented grants system, along with the MCC Foundation's revised approach to fundraising, hold promise of generating additional monies. Like other community colleges, MCC will need to meet the growing challenges of allocating resources in the best interests of the college. Improving the college's resource allocation system will help ensure sound future fiscal decisions.

We Pride Ourselves

– MCC's comprehensive mission is reflected in its academic programs.

– MCC meets the needs of a diverse student population with excellence in teaching.

We Challenge Ourselves

– To keep academic programs up-to-date by upgrading curricula and identifying new programs to meet community needs.

– To strengthen the coordination among all aspects of MCC's educational programs–credit, noncredit, and continuing education–to provide seamless educational opportunities.

– To assess more fully community English-as-a-second-language needs and to develop appropriate responses.

Chapter 8

Criterion 3–Instructional Programs

Introduction

While MCC's mission as a comprehensive community college serving a diverse community of lifelong learners is manifest throughout the institution, nothing captures it more than the college's educational programs and support services. MCC offers a balanced developmental, liberal arts, and career preparation programs as they relate to its mission and purposes.

Student Goals and Reasons for Selecting MCC

Educational Goals

During 2000-01, students were asked to declare their primary educational goals. Almost 44% declared their educational intent was to earn an associate degree. As the second largest goal selection, 16% declared their goal was to take several classes.

Table 8.1 Student Educational Goals

Educational Goal	# of Students	Percentage
Associate degree	11,168	43.7
Course–several	4,140	16.2
Not reported	4,021	15.8
Transfer credits	2,295	9.0
Allied Health goals	1,189	4.7
Course–only one	1,205	4.7
Certificate	670	2.6
Personal interest	320	1.3
None	194	0.8
Improve technical skills	178	0.7
Diploma	75	0.3
License/job requirement	72	0.3
Total	**25,527**	**100.0%**

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Approximately 40% of MCC students attend the college for reasons other than earning associate degrees. MCC recognizes and assists students in reaching a variety of educational goals.

Students Select MCC

In the last three student information/student satisfactions surveys, students were asked to select any or all of the reasons they chose to enroll at MCC. Cost, class scheduling, and proximity to home consistently were the top three reasons students selected MCC. MCC is affordable, schedules classes that meet student needs, and is close to home for students.

Table 8.2 Reasons Students Attend MCC

Reason	Spring 01-02	Fall 01-02	Winter 01-02
Availability of Financial Aid	13.9%	13.5%	14.7%
Class Schedule	36.5%	42.6%	43.3%
Class Size	20.7%	30.8%	28.4%
Close to Home	35.3%	42.6%	38.5%
Close to Work	9.3%	11.7%	10.1%
College Reputation	10.9%	9.3%	9.9%
Cost	43.8%	70.5%	64.6%
Employer Tuition Assistance	8.9%	8.1%	7.2%
Job Placement Assistance	2.9%	3.4%	5.2%
Program of Study	25.6%	33.5%	38.1%
Other	8.2%	7.9%	7.3%

Student Enrollment

College enrollment (credit and noncredit) has grown dramatically since 1990-91. Student enrollment in credit hours has also increased in the last 10 years.

Student Headcount and Credit Hours

Unduplicated credit student headcount has increased at MCC during the last 10 years. From 1990-91 (19,481) to 2000-2001 (25,527), the number of enrolled students increased 31% (6,046).

In the last 10 years, the number of credit hours has also increased. In 1990-91, students registered for 221,995 credit hours, compared to 318,331 credit hours in 2000-01, which is a 43% increase. Credit hours increased more than student headcount. Therefore, students enrolled in more credit hours on average.

Figure 8.3 Annual Unduplicated Credit Headcount: 1990-2000

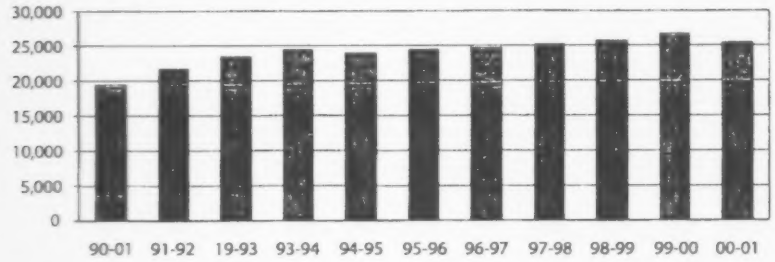
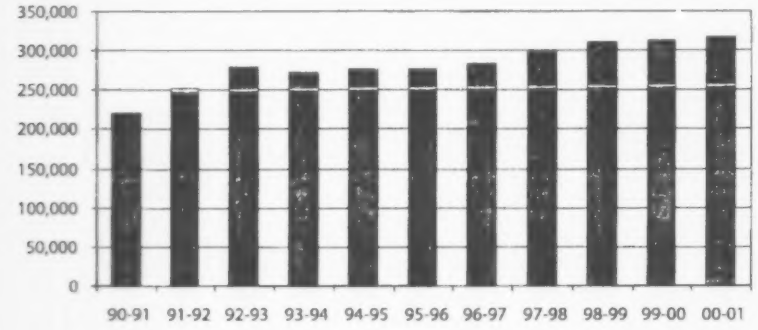


Figure 8.4 Annual Credit Hours: 1990-2000



Noncredit Student Headcount and Contact Hours

Enrollment of noncredit students has slightly increased since 1990. In 1990-91, 16,782 students enrolled in noncredit courses. In 2000-01, 18,569 enrolled, an 11% increase. Noncredit contact hours increased 35% during the same time period. In 1990-01, students enrolled in 241,301 noncredit contact hours; in 2000-01, students enrolled in 326,430. The same analysis can be made for noncredit contact hours as credit hours: students enrolled in more contact hours on average.

Figure 8.5 Annual Unduplicated Noncredit Headcount: 1990-2000

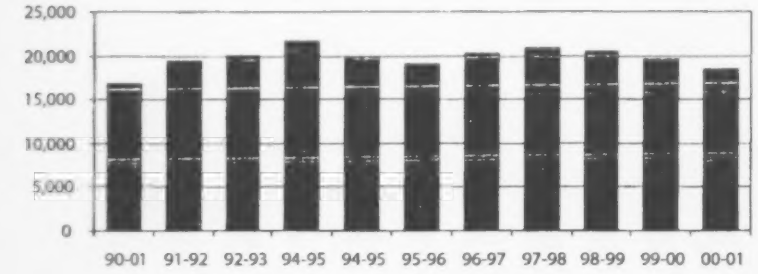


Figure 8.6 Annual Noncredit Contact Hours: 1990-2000

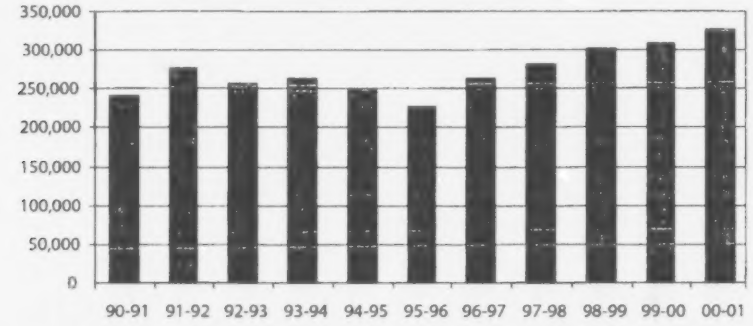
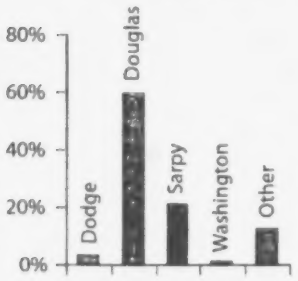


Figure 8.7 Four-County Service Area 2000-01 Enrollment



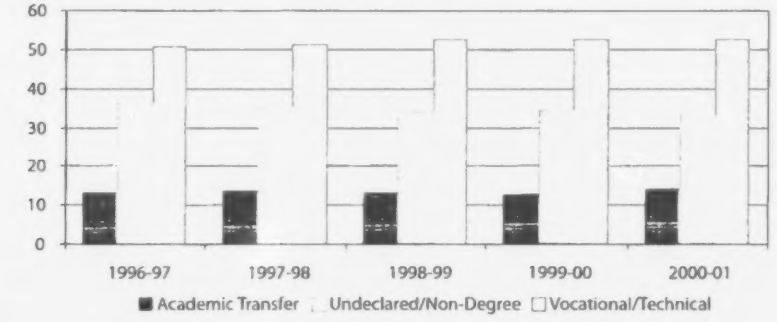
Enrollment by Counties

In 2000-01, Douglas County, which includes metropolitan Omaha, accounts for 60% of MCC's enrollment. The second highest enrollment is Sarpy County (22%), south of the Omaha metropolitan area. Washington County, north of Omaha, accounts for the lowest percentage of enrollment, with almost 2% of MCC's total enrollment. Dodge County, northwest of Omaha, has the second least enrollment with 4%.

Annual Percentage Distribution of Majors

Between 1996-97 and 2000-01, the distribution of majors shifted slightly. Undeclared/non-degree majors decreased by 3%. Academic transfer majors increased by 1%, while vocational/technical majors increased by 2%.

Figure 8.8 Percentage Distribution of Majors



Commitment to Excellence in Teaching

MCC demonstrates its commitment to excellence in teaching by providing opportunities for faculty professional development; compensation for faculty work "beyond" classroom teaching; frameworks for faculty evaluation and teaching components; and awards for outstanding teachers.

Teaching Frameworks

MCC's qualified and dedicated faculty in conjunction with its sound support systems for teaching provide an environment that fosters teaching and learning. The *Components of a Professional Faculty Load* document and the sabbatical handbook serve as guidelines for organizing teaching and research time and for interacting with students. The *Student Conduct and Expectations* document supports students in setting goals and interacting with their instructors in productive and meaningful ways. These documents are available in the Resource Room.

Components of a Professional Faculty Work Load. This document provides a framework for faculty evaluation and emphasizes a commitment to teaching preparation and instruction. It contains items such as office hours and on-campus time, guidelines for teaching assignments, curriculum development, professional development, and service.

Sabbatical Leave. A sabbatical handbook provides faculty information about the sabbatical experience, including the application process and the selection criteria. College faculty and counselors are eligible for sabbaticals every six years. Since 1999, a peer committee has reviewed proposals for sabbaticals, with final approvals from the vice president of Educational Services, the executive dean of Campuses and Student Services, and the Board of Governors. The college supports professional development activities during sabbaticals by providing a prorated salary while faculty and counselors are absent from the college.

Student Conduct and Expectations. Revised during the 2000 academic year, this document more clearly separates academic from nonacademic misconduct by focusing upon learning expectations. A team composed of faculty and staff created the document. The college implemented a faculty development session that complements the student document and focuses on faculty control of the classroom.

Outstanding Teaching Awards

Instructors who exemplify outstanding attributes in helping students learn are recognized through MCC's ConAgra Foods Excellence in Teaching and the Outcomes Assessment awards.

ConAgra Award. This long-standing and highly visible award recognizes outstanding full-time and adjunct faculty. The award is presented at the Spring Celebration attended by all college employees. The award is also linked to professional development; winners of the ConAgra award attend a faculty development-related conference.

Outcomes Assessment Awards–Individual and Program/Group. The Outcomes Assessment awards are for an individual and program/group that recognize outcome assessment

as an integral component of student learning. The Outcomes Assessment Committee awards an individual faculty member who demonstrates excellence in the assessment of student learning a $600 honorarium, established through MCC's Foundation. The committee also awards a program or group that demonstrates excellence in student learning a $2,000 budget award through the college's operating fund.

Developmental Education

The Developmental Education program consists of skills improvement in reading, English, math, science, and English-as-a-second-language as well as a number of academic support services.

In October 2000, the college received a five-year $1.7 million Department of Education Title III grant to support MCC's developmental education course offerings. The grant's purpose is to strengthen the existing developmental program by providing funds for curriculum development and expansion; software and hardware acquisition; assessment and placement testing; staff and faculty training; and the development of systems to enhance student retention and academic success.

Title III initiatives have sharpened the focus on retention, placement, and student success at MCC. One of the program's goals is to increase the percentage of students with developmental needs who enroll in developmental courses. Another program goal is to increase the percentage of students who successfully transition from developmental-level to college-level courses.

Results so far have been encouraging. For example, one of the program's goals, based on the 1998-99 academic enrollment data, was to increase by 5% the number of students with developmental needs in one or more developmental courses in math, English, reading or science. By June 2001, the number of students assessed with developmental needs and enrolled in one or more of the developmental courses increased by 5.4% over 1998-99. Results of additional performance indicators are located in the Resource Room.

Additionally, career counselors have changed their title and responsibilities to academic counselors, focusing on developmental students. Reading and math curricula are in the revision process. Tutoring services is integrated into the learning centers, and computerized assessment testing is available on all three campuses.

Another example of MCC's exemplary support for developmental student learning is AIM for Success, a learning community program. AIM for Success provides instruction and support services for students who need to develop basic reading, writing, math, and learning skills before pursuing college-level coursework.

AIM is offered in a block schedule and requires students to enroll full-time during the one-quarter program. Among the program's special features are diagnostic testing, interdisciplinary approaches to basic skill development, integrated counseling and tutorial services, career exploration, and co-curricular activities.

Academic Foundations Courses

The Academic Foundation courses offer college-credit instruction in short-term, one or two credit modules; in foundation skill areas such as career planning, job seeking skills, managing test anxiety, microcomputer fundamentals, learning technologies; and other topics of interest.

Adult Basic Education and General Equivalency Diplomas

Adult Basic Education (ABE) classes provide instruction in the basic skill areas of reading, writing, mathematics, and English language preparation. This program is for adults who have not achieved skill attainment at a ninth-grade level or who wish to prepare for the General Equivalency Diploma (GED) test. ABE/GED classes and GED testing are available at various campus and community locations.

English-as-a-Second Language

In credit and noncredit offerings, English-as-a-second-language (ESL) classes are available to any student whose first language is other than English. MCC offers ESL classes at a full range of levels from beginning through intermediate and advanced courses, featuring instruction in speaking, listening, reading, and writing skills. Noncredit courses are intended to provide instruction in basic English language literacy, listening, and speaking, while credit courses focus on reading and writing English at the intermediate or more advanced levels of English language development.

In the last few years, an explosive growth has occurred in south Omaha's Hispanic/Latino population. It is difficult to assess the full scope and depth of needs in this community; however, the development of English-as-a-second-language is one evident need. This particular growth will have an impact on MCC's ability to deliver English-as-a-second-language services. The college is currently studying these issues.

Reading and Learning Skills

Students with developmental needs in reading may develop skills essential to success at the college level through various courses offered in the reading curricula. Students identified through MCC assessment as having developmental reading skills are strongly encouraged to enroll in the RLS 095 Reading Strategies course. This course provides skill development in the essential proficiencies of reading, vocabulary, comprehension, and rate.

Students who wish to strengthen their reading skills and become more effective at the college level may also enroll in other courses such as Vocabulary and Spelling, Effective College Reading, and Student Success Strategies. All campuses offer assistance with college reading skills. Offered programs focus on increasing reading efficiency, vocabulary devel-

opment, comprehension, spelling, and reading rate improvement by utilizing computer-aided reading modules. The college also offers professional reading strategies to meet occupational or professional reading demands.

MCC's college study skills course assists students with time management, note-taking, text marking, test-taking skills, memory techniques, and library usage.

Developmental English, Mathematics, and Science

The English, Mathematics, and Science departments offer courses for students who may need to enhance writing, numeric, or science skills. Students may assess their skills in these areas by completing the COMPASS sequence of tests distributed by the American College Testing Association, or, in the case of science, an internally developed test. Based upon results from these tests, academic advisors suggest various developmental courses in English, mathematics, or science. Students are strongly encouraged to enroll in these courses if needed. Grades for these courses are pass, fail, or re-enroll. MCC does not count these course credits towards any MCC degree.

English offers two developmental courses. If students begin the English developmental sequence, they must take both courses. The first course, ENG 097, emphasizes writing complete sentences, sentence structure variety, paragraph development, and writing topic selection. The second course, ENG 098, builds on ENG 097 by exploring the writing of extensive paragraphs or papers and reviewing grammar rules and punctuation. After successfully completing ENG 098, students are considered prepared for college freshman composition courses.

Students who complete the English developmental sequence are more successful in ENG 101 than those who do not. During the 2000-01 academic year, of the 3,246 students who placed at the developmental level in English, 81% of those completing ENG 097 before going on to ENG 101 passed with a grade of "C" or better, compared to 75% who received a grade of "C" or better in ENG 101 by electing to bypass ENG 097.

Developmental mathematics entails a series of courses structured to meet student needs. Students lacking skills in basic whole number operations are advised to enroll in MAT 093. Students who demonstrate competency in whole number operations, but are weak in fractions, decimals, and percents, are advised to enroll in MAT 095. MAT 093 and 095 have been recommended in the sequence for struggling students because of high withdrawal and retake rates. During the 2000-01 academic year, approximately 17% of students withdrew from MAT 095 and 096 or re-enrolled.

If students plan to enroll in the algebra sequence of courses while at MCC but are weak in algebra, they may be advised to take a one quarter introductory algebra course (MAT 099) or a slower paced, two quarter introductory algebra sequence (MAT 097 and MAT 098).

Science has one developmental course that provides students with basic skills in measurement, analysis of data, and fundamental scientific concepts. Students who have not taken a high school science course or who have not taken a recent science course are encouraged to enroll in this course if they plan on pursuing careers in science-related fields.

Liberal Arts/Academic Transfer

MCC is dedicated to educating the whole person, expanding avenues for employment, and enriching general life perspectives. To achieve this, MCC offers a wide range of liberal arts courses as well as an Associate of Arts and Associate of Science degrees. Through multiple course offerings in the humanities, mathematics, the social sciences, and the natural sciences, the liberal arts program seeks to foster civic awareness, a historical perspective, ethical awareness, and critical thinking skills applicable to future coursework or professional pursuits.

For students who wish to concentrate their studies in the liberal arts, two degrees are available. The Associate of Arts emphasizes the social sciences or humanities. Students may take up to 27 credits in either of these areas as well as additional courses in mathematics and the natural sciences.

The Associate of Science allows an emphasis in mathematics or the natural sciences. Students may take up to 28.5 credits in either of these areas as well as additional courses in the social sciences and humanities. Each of the degrees is transferable to most four-year institutions, either as a degree or through MCC's Associate-to-Bachelor (A-to-B) agreements.

MCC has 25 A-to-B agreements with area four-year institutions. These agreements allow MCC students to transfer an entire associate degree, with the liberal arts courses as a foundation, toward a four-year college degree in specific areas such as education, pre-engineering, and premed. In most instances, students enroll as juniors at the transfer institutions. These agreements represent financial savings to students and often provide a supportive learning environment for nontraditional students. The Associate of Arts and Associate of Science degrees provide the foundation for the A-to-B agreements.

Additionally, all area colleges and universities accept MCC courses, but may not accept the entire associate degree. Other institutions accept MCC courses for credit, but formal agreements have yet to be established. A more detailed presentation of MCC's articulation agreements appears in Chapter 12: Criterion 5–Integrity.

An ongoing challenge for MCC is that students who take many liberal arts courses for transfer do not wish to earn associate degrees. They are a challenging population to assess, often appearing as negative retention statistics in the college's data. However, MCC has recently implemented a continuous "declaration of intent" system in the registration process to better track this population and address this ongoing challenge.

Passport Program

As the transfer program has matured, MCC is piloting the Passport Program intended for transfer-oriented students. Students complete courses together as a cohort in a supportive, cooperative environment called a learning community.

The three-quarter program will debut in the fall 2002 at MCC's Elkhorn Valley Campus. This learning community will include 25 full-time students who will complete their first

academic year together. Participating students will attend a block of three courses per quarter, completing 40.5 (27 semester) transferable quarter hours. The integrated curricula will include an international theme.

To qualify, students must have a high school diploma or GED, be willing to be a full-time student during the day, and complete an application form.

General Education

As a comprehensive community college, MCC provides high quality educational programs to people of all ages and educational backgrounds. Through the general education requirements, students have opportunities to become more effective, discerning, flexible, perceptive, and understanding in professional and personal endeavors.

MCC has identified skills that all students must master. Vital to the preparation for students' lifelong learning skills is the development of competencies in English, human relations, math, computers, and social skills. Chapter 10: Criterion 3–Outcomes Assessment addresses how these skills are assessed.

Students completing degree programs at MCC must complete the general education core requirements, which are designed to offer students a balanced academic platform for future coursework. In most programs, general education requirements are already determined; in programs where specific courses are not outlined, students select courses from an approved course list to complete minimum requirements for general education.

For all associate degrees, students must complete 27 quarter credit hours in English, social sciences, and mathematics, with nine hours in Microcomputer Fundamentals and Human Relations. For a Certificate of Achievement, students must complete 6.5-9 hours in English and mathematics.

To determine general education requirements, which were established in 1992 and refined in 1998, the college uses a variety of methods to identify student, employer, and academic institutional needs. Methods include advisory committees, graduate surveys, employer surveys, input from program areas, collaboration with area secondary and postsecondary institutions, comparison with other education institutions, and state transfer initiatives.

In determining if the required general education courses meet student needs and reflect MCC's philosophy, the college analyzes data such as anecdotal feedback from students and instructors, student evaluations, graduate surveys, and outcomes assessment results. These data assist in the modification of curricula and delivery, supply rationale for assignments, and provide targeted emphasis in content and delivery. In addition, general education is assessed as part of the college's student learning outcomes program.

Table 8.9 General Education Enrollment by Prefixes

General Education Enrollment by Prefixes	2001-02 Unduplicated Enrollment	2001-02 Credit Hours
Art (ART)	624	3,991.5
Biology (BIO)	1,474	11,545.0
Chemistry (CHE)	714	4,431.0
English (ENG)	6,245	35,706.0
French (FRN)	58	454.5
Geography (GEO)	377	2,151.0
German (GER)	33	270.0
History (HIS)	1,087	5,544.0
Humanities (HUM)	363	1,593.0
Japanese (JPN)	47	405.0
Mathematics (MAT)	6,621	43,670.0
Music (MUS)	62	292.0
Philosophy (PHL)	1,044	5,125.5
Physics (PHY)	148	876.0
Political Science (POS)	399	1,890.0
Psychology (PSY)	2,529	12,766.5
Science (SCI)	1,712	8,401.5
Sociology (SOC)	509	4,017.5
Spanish (SPN)	314	1,400.0

Degree Offerings

MCC offers students a wide range of programs of study leading to an Associate in Applied Science Degree, Associate in Arts Degree, Associate in Science Degree, or Certificate of Achievement. Additional information on MCC degree programs and general education is located in the Resource Room.

Associate in Applied Science Degree (AAS)

The Associate in Applied Science (AAS) Degree is awarded to students completing the requirements of one of the career programs with a minimum of 96 quarter credit hours. This degree prepares graduates for entry-level positions and is accepted by several four-year institutions under A-to-B agreements. MCC offers 38 AAS programs.

Associate in Arts Degree (AA)

The Associate in Arts (AA) Degree is awarded to students completing the requirements of the Liberal Arts/Academic Transfer or Time Option program. This degree parallels the work completed in the first two years of a four-year institution. MCC offers three AA programs.

Associate in Science Degree (AS)

The Associate in Science (AS) Degree is an academic transfer degree awarded to students who complete required courses. It is generally transferable as the first two years of a baccalaureate program or in meeting the minimum requirements for entrance into a designated professional program of study. MCC offers two AS programs.

Associate in Science in Nursing Degree (ASN)

The Associate in Science in Nursing (ASN) Degree is awarded to students completing the program requirements of the Associate Degree nursing program with a minimum of 108 credit hours. Many of the required courses transfer to four-year institutions.

Certificates and Diplomas

In addition to associate degrees, MCC offers certificates of achievement and specialist diplomas. A Certificate of Achievement is awarded to students upon successful completion of the requirements of one of the career programs with a minimum of 48-quarter credit hours. MCC offers 24 certificates of achievement with a variety of options.

MCC also offers an Occupational Specialist Diploma designed for the currently employed person seeking job-relevant career development and training. The diploma represents a structured sequence of courses that may be completed in a relatively brief time period. Students are not required to take general education courses but must demonstrate literacy and numeric skills necessary for college-level work. At least two-thirds of the credits leading to the diploma must be completed at MCC, and no course with a grade lower than "C" is accepted. MCC offers 60 specialist diploma choices. See the Resource Room for a complete list of the occupational specialist diplomas.

Externally Accredited Programs

The Higher Learning Commission of the North Central Association accredits MCC's total program. The Coordinating Commission for Postsecondary Education (CCPE), a state agency, approves MCC's academic programs. In addition, various professional accrediting bodies of professional associations approve 12 of MCC's educational programs.

Accreditation of these various degree programs lends credibility to MCC's standing as a leading learning resource. Commonality with programs offered at other institutions of higher education is ensured through the external accreditation process.

Table 8.10 Accrediting/Approving Associations and Agencies of College Programs

MCC Accredited Programs	Accrediting/Approving Agencies and Associations
• Associate Degree Nursing	– National League for Nursing Accrediting Commission
• Associate Degree Nursing • Practical Nursing	– Nebraska Board of Nursing
• Automotive Technology • Auto Body Technology	– National Automotive Technicians Education Foundation (NATEF)
• Business Programs (all)	– Association of Collegiate Business Schools and Programs (ACBSP)
• Culinary Arts	– American Culinary Federation Educational Institute Accrediting Commission (ACFEIAC) – Council on Hotel, Restaurant and Institutional Education (CHRIE)
• Dental Assisting	– Commission on Dental Accreditation of the American Dental Association
• Human Services	– Council for Standards in Human Service Education (CSHSE)
• Legal Assistant	– American Bar Association
• Respiratory Care Technology • Surgical Technology	– Commission on Accreditation for Allied Health Educational Programs

Career Programs of Study

Part of MCC's mission is to provide occupational and academic transfer programs that are affordable, accessible, and relevant to the personal and professional goals of lifelong learners. In addition, the college supports community and economic development at local, national, and international levels. The variety of career programs offered at MCC demonstrates its commitment to its mission and the community. For the purposes of this document, MCC programs are grouped into six career programs of study: business, computing technologies, health care, industrial technologies, service, visual arts, and the transfer program.

Business Career Programs

The business programs offer students a variety of degrees in occupational and employable skills pertaining to business. Most degrees offer international components. The 2001-02 business courses had the following unduplicated student enrollment:

Table 8.11 Business Enrollment by Prefixes

Business Enrollment by Prefixes	2001-02 Unduplicated Enrollment	2001-02 Credit Hours
Accounting (ACC)	1,685	10,240
Economics (ECO)	1,545	8,591
Finance (FIN)	383	2,097
Management (MAN)	2,042	13,104

Business courses are identified through discussions with program advisory committees, adjunct and full-time faculty, and area employers. Course development is a collaborative faculty/program advisory committee effort.

The Business department analyzes graduate surveys and pre-/post-testing to measure program outcomes. Faculty and program advisory committees assess program effectiveness and implement program changes by reviewing results of program outcomes.

Computing Technologies Career Programs

The computing technologies career programs offer a variety of degrees, certificates, and options. The 2001-02 computing technologies courses had the following unduplicated student enrollment:

Table 8.12 Computing Technologies Enrollment by Prefixes

Computer Technologies Enrollment by Prefixes	2001-02 Unduplicated Enrollment	2001-02 Credit Hours
Computer Programs Technology (CPT)	1,586	13,323
Microcomputer Technology (MCT)	5,245	35,905

Courses in computing technologies are identified and developed based on consultation with program advisory committees, businesses, and faculty members. Program outcomes are measured through capstone courses, programming assignments, and special projects. Information from these measurements is used to enhance individual courses and to establish or modify prerequisites.

Health Career Programs

MCC's health career programs offer students a variety of options in pursuing careers in health care fields such as dental assisting, surgical technology, Licensed Practical Nursing (LPN), and medical assistance. They may also earn an Associate of Science Degree in Respiratory Care Technology or an Associate of Science Degree in Nursing (ASN). The 2000-01 health courses had the following unduplicated student enrollment:

Table 8.13 Health Enrollment by Prefixes

Health Enrollment by Prefixes	2001-02 Unduplicated Enrollment	2001-02 Credit Hours
Dental Assisting (DEA)	47	1,485
Nursing (ASN)	93	1,925
Practical Nursing (NUR)	116	1,695
Respiratory Care (RTH)	30	943
Surgical Technology Certificate (NST)	22	402

Health courses included in the curricula are identified and developed in accordance with national standards by analyzing national, regional, and state trends and standards in health. External accrediting agencies provide guidelines and standards for curriculum content. Through curriculum committees, faculty members develop courses and instructional materials.

Methods of assessing student learning outcomes in the health career programs include graduate, faculty, and employer surveys; student portfolios; student clinical and laboratory evaluations; math exams; research papers; and a variety of certification or licensing external exams. The program outcome measurements are analyzed, evaluated, and assessed yearly with follow-up faculty discussions to determine future action plans for change, if needed.

Industrial and Commercial Trades Career Programs

The industrial and commercial trades programs offer students a variety of degrees in occupational and employable skills pertaining to building, manufacturing, electrical, and automotive occupations. The 2000-01 industrial and commercial trades courses had the following unduplicated student enrollment:

Table 8.14 Industrial and Commercial Trades Enrollment by Prefixes

Industrial and Commercial Trades Enrollment by Prefixes	2001-02 Unduplicated Enrollment	2001-02 Credit Hours
Air Conditioning, Refrigeration, and Heating Technology (AHR)	203	2,041
Architectural Drafting and Design (ACT)	211	2,343
Auto Body Technology (ABT)	100	1,432
Automotive Technology (AUT)	140	2,028
Civil Engineering Technology (CET)	60	569
Construction Technology (CST)	357	2,616
Drafting and Design for Manufacturing (DRT)	125	1,355
Electronics Technology (ELT)	655	6,794
Industrial Maintenance and Commercial Trades (IDM)	602	4,665
Utility Line Technician (UTL)	34	1,024
Welding Technology (WEL)	175	853

Courses for the industrial and commercial trades programs are identified through discussions with program advisory committees, adjunct and full-time faculty, area employees, accrediting agencies, and faculty internships. The course development is a collaborative faculty/program advisory committee effort.

Programs within the industrial and commercial trades use lab checklists, graduate and employee surveys, and paper-and-pencil testing to measure program outcomes. Faculty and program advisory committees assess program effectiveness and implement changes by reviewing the results of program outcomes.

Services Career Programs

The services career programs offer degrees, some with options, and certificates of achievement as programs of study. The 2000-01 services courses had the following unduplicated student enrollment:

Table 8.15 Services Enrollment by Prefixes

Services Enrollment by Prefixes	2001-02 Unduplicated Enrollment	2001-02 Credit Hours
Criminal Justice (CJU)	397	4,010
Culinary Arts and Management (FST)	358	3,750
Early Childhood Education (CHC)	239	2,265
Horticulture (ORH)	230	1,985
Human Services (HMS)	504	3,688
Interior Design (IDE)	184	1,772
Legal Assistance (LHS)	185	1,935
Sign Language Skills (SLS)	242	1,530
Theatre (THE)	170	869

Courses in the service career programs are identified and developed in a number of ways. Program advisory committees, external accrediting agencies, input from knowledgeable experts throughout the community, and national guidelines for training programs are used as a foundation for change as well as program goals. Modifications are made as appropriate and feasible.

Program outcomes for service career areas are measured in a variety of ways. Measurements include student portfolios, graduate surveys, written exams, projects, case analysis/studies, self and peer assessments, and practicum feedback by faculty and onsite supervisors.

The information from outcome measurements is utilized in the program review process and is shared with program advisory committees. Examining the outcome measurements assists the faculty to ensure that the curriculum is current and meets future student needs as well as fulfills industry standards for employment.

Visual Arts Career Programs

The visual arts career programs offer students numerous degrees, one with options. Students may also select from certificates of achievement. Courses are identified and developed through consultation with program advisory committees; other faculty in the visual arts area, as well as other colleges; and research of current academic standards through professional publications and conferences. Trends are identified, and through a process of review and evaluation, various groups review or develop course materials. The visual arts courses for 2001-02 had the following unduplicated student enrollment:

Table 8.16 Visual Arts Enrollment by Prefixes

Services Enrollment by Prefixes	2001-02 Unduplicated Enrollment	2001-02 Credit Hours
Arts (ART)	624	3,992
Electronic Imaging and Graphics (EIG)	167	1,499
Graphic Communication Arts (GCA)	236	2,181
Photography (PTY)	382	4,123
Printing and Publishing Technology (PPT)	113	633

Visual arts career program areas measure program outcomes through student portfolios, graduate surveys, capstone courses, instructor evaluations, critiques, and written tests.

Results from measurements of the program outcomes are used to enhance individual courses and establish or modify prerequisites. The information provides direction for re-evaluating curriculum and equipment purchases. Outcome measurements also are used to develop new curriculum, make changes to the existing curriculum, and determine the best sequence of course prerequisites.

Support for Student Learning

MCC is committed to creating an environment that supports student learning by providing a variety of programs to directly meet individual learning needs. The following are examples of some of the student learning support systems at the college.

Learning Centers

Learning Centers provide resources, technologies, and services to support the learning needs of students across the curricula. The centers are open to all students enrolled in credit or noncredit classes at MCC. Services are provided free of charge and include:

- Use of microcomputers for word processing and Internet research;
- Instruction in basic microcomputer skills;
- Basic skills development;
- Computer-assisted learning;
- Drop-in individual assistance with course work;
- Study skills information and assistance; and
- Access to scheduled tutoring.

During the 2001-02 academic year, approximately 22,700 students (duplicated headcount) were served per quarter. Students are satisfied with the services provided. During the spring

quarter 2002, of those students surveyed, 90% rated the service as "very good" or "excellent," and 100% rated the staff as "very good" or "excellent" in providing services.

The Learning Centers continue to experience challenges in addressing the needs of all students by discovering creative and economic ways to provide assistance in specialized areas while serving the large numbers in basic skills and enhancing communication with faculty.

Tutoring Services

MCC offers free tutoring in selected subjects to complement classroom learning and to offer academic support. Tutoring is provided to enhance student learning, increase student confidence, and build academic excellence. Students experiencing academic difficulties may request tutoring services through the Learning Centers. They must be enrolled in credit courses, complete prerequisites or assessment testing, and have faculty approval.

Computer Labs

Campuses and centers offer computer labs for students to access state-of-the-art equipment, including laser printers, microcomputers, AS/400 and other hardware platforms. Lab assistants help students during all hours of operation, which include weekends and evenings. At the Fort Omaha and Elkhorn Valley campuses, specialized labs such as the visual technologies and AutoCAD™ labs are also available.

Bookstores

In a partnership arrangement with MCC, Follett Higher Education Group operates retail bookstores at the three campuses and the Sarpy Center. As a contracted entity, Follett provides services and products for students, faculty, and staff. MCC receives a sliding commission rate based on the sales volume. Among services and products Follett provides are selling and trading of textbooks, software, clothing and snack items, graduation invitations, UPS service, general office and school supplies, and the purchase of used textbooks from students. The arrangement MCC has had for many years with Follett has been an efficient and successful partnership. The college provides the space and access to the students, and Follett provides its resources within the academic community to meet the needs of MCC students and staff.

Instructional Support Services

In order to provide quality educational programs for all students, MCC recognizes that instructional support systems must be in place for programs to be successful. The college demonstrates its commitment to supporting quality instruction by providing the following services and systems.

Library Services

MCC's Library Services provides information services to the diverse community of lifelong learners served by the college. The purpose of MCC's Library Services is twofold: collabo-

rate with others to provide high quality information services to promote the learning process and to provide learning-centered opportunities to users. As a multiple-site college, MCC is challenged in providing equitable access to information in support of student learning. The library system at MCC rises to this challenge and serves all students in a variety of ways.

Students have access to a total of 61 computers at the three libraries. Students use the computers to access the Internet, the library's online catalog, and databases specifically selected to support academic programs offered by MCC. One strength of the MCC library system is its extensive online services, which are essential for a multi-campus environment and distance learning.

Library Services provides an online catalog through its library Web page and access to 32 electronic databases designed to support MCC's academic programs. An additional 54 databases are available through FirstSearch, an electronic reference service.

Students have access to approximately 4,200 titles of electronic books through NetLibrary, an easy-to-use information and retrieval system for accessing the full text of reference, scholarly, and professional books. Over 7,800 media volumes such as videos, CDs, and computer disks are also accessible for students.

Along with electronic information, almost 47,000 volumes of print materials are available for student use. The libraries subscribe to 668 magazines and journals, and 26 newspapers; and provide 32 microfilm titles to assist students in research.

The library staff collaborate with faculty on a regular basis to ensure that appropriate resources are available for student learning. For example, the staff works with individual instructors in selecting specific resources for programs and courses. Faculty members are surveyed regularly, and their suggestions for new materials are incorporated into the development of the annual library budget. Program specific collections are reviewed on a cyclical basis, and instructors are encouraged to provide assistance with the selection of new sources and the withdrawal of dated sources.

As evidenced through library surveys, faculty and students indicate satisfaction with library services. Of faculty responding to an optional 2000-01 library survey, 100% were "satisfied" or "very satisfied" with assistance in researching content topics and delivery of the student library/orientation tour. Of students completing library tours and completing surveys in 2001-02, nearly 100% felt the tour presentation was "very well" or "well organized." When asked how likely students were to use the libraries after the tours, almost 100% responded "likely" or "very likely."

MCC is a member of the Nebraska Reciprocal Borrowing Agreement, a statewide agreement among academic libraries. Dependent upon other libraries' circulation policies and restrictions, students, faculty, and staff also have access to interlibrary loan services throughout the state at no cost to them.

MCC is a member of the Nebraska Educational Television Consortium of Higher Education (NETCHE), which provides access to video programs produced by NETCHE and other

companies. In addition, MCC is a member of the Nebraska Consortium of Academic and Public Libraries (NEBASE), which provides access to OCLC, the college's cataloging utility.

Through MCC's library services, students, faculty, and staff may check out electronic equipment such as VCRs, slide projectors, "boom boxes," camcorders, scanners, digital cameras, laptop computers, and projection systems. Photocopiers are available at the three libraries for public use.

Curriculum Design Studio

Maintaining quality educational programs with relevant and rich curricula has been a challenge for MCC, as with many comprehensive community colleges. Because MCC offers a divergent selection of programs without the approval of a standing college-wide curriculum committee, new programs and courses have not been designed or updated in a highly coordinated manner. However, in recent years Educational Services has initiated new systems to address these issues.

In 2001, a faculty committee developed the Curriculum Systems Initiative, one of Educational Services' learning initiatives. The committee's focus was to design sustainable systems related to curriculum development that allow for creative design and delivery of relevant curriculum and programs. The result was a framework for development of a curriculum design studio for support.

MCC is committed to supporting the Curriculum Design Studio by providing a faculty member on full-time release to facilitate these curriculum development processes.

MCC's curriculum system for courses include three processes: development, delivery, and maintenance. Course development is a series of 12 steps from conception through course implementation. The second process in the curriculum system is course delivery. A course may be delivered through the conventional classroom, distance learning (DED), telecourse, online, or mixed mode (classroom and online). The third process, implementation, is maintained throughout the life of the course.

Four phases direct the development of a new course. The first phase establishes the groundwork and foundation for the course by gathering information from a number of sources such as students, peers, and a program advisory committee to determine need and focus. During the second phase, curriculum writers develop course objectives, establish prerequisites, develop a course outline, and submit a new course development form to Educational Services. During the third phase of design and development, measurable outcomes are defined; textbooks are selected; and activities, lesson plans, and a syllabus are developed. During the last phase, implementation, the course is piloted and evaluated. By establishing such flexible and reflective procedures, the integrity of curricula is maintained, and faculty are encouraged to embrace innovative and collaborative practices.

Instructional Design Services (IDS)

MCC provides a special support team, Instructional Design Services (IDS), to help faculty enhance teaching through technology. IDS promotes and encourages technology

integration enhanced learning by assisting faculty in the design, development, production, and implementation of materials for use in the classrooms.

The focus of IDS is to help in creating materials specifically used for distance education, technology classrooms, and online learning through the Internet. IDS provides faculty with one-on-one consultation, assistance in the production of Web pages and multimedia usage, and customization of video and audio production. Additionally, it facilitates original computer graphics design for instructors.

IDS is viewed as the college's primary change agent in instructional design. Its purpose is to promote a climate that nourishes a program of planned change for the use of instructional technology as curriculum innovation. It also creates a supportive environment for faculty to adopt, develop, and utilize technology-enhanced learning. IDS is further addressed in Chapter 13–Request for Institutional Change, Distance Education.

Information Technology Services (ITS)

Information Technology Services (ITS) provides a foundation for college-wide information technology planning, including technology support for faculty and students. ITS is continuously changing and expanding in size and importance. Primary goals are to enhance use of technology tools, to facilitate productivity of all college employees, and to expand opportunities for students and employees to access learning resources and support services.

Creating a technology-enhanced seamless environment for learning is a priority for ITS across its four areas:

- **Help Desk** provides immediate advice, information, and action related to information technology issues via telephone, e-mail, or in person;
- **Internet Services** provides Web support by providing Web-authoring teams with the latest in Internet and Intranet technology;
- **Network Services** provides support for all data communication hardware, including all college-owned microcomputers, software, network servers, printers, and related components and peripherals; and
- **Telephony Services** provides support for telecommunication hardware and software.

The primary objective of ITS is to manage and maintain MCC information technology to the highest standards compatible with college needs, goals, and budget limitations. It provides the latest course delivery tools and expands access to learning resources and support services. Because of what ITS provides, it has had a major impact upon the operation of all MCC degree programs as well as the day-to-day operation of college services.

Community-Learning Connections

MCC goes beyond its walls in providing educational experiences for all types of learners. By offering a variety of credit and noncredit programs, MCC reaches into the community to respond to a variety of needs and interests.

Table 8.17 Program Advisory Committees

Academic Foundations
Accounting
Administrative Assistant and Medical Office
A/C, Refrigeration, and Heating Technology
Architectural Drafting and Design
Art
Auto Body Technology
Automotive Technology
Business Management
Chemical Dependency Counseling
Civil Engineering
Computer Programming
Construction Technology
Criminal Justice
Culinary Arts and Management
Dental Assisting
Drafting and Design
Early Childhood Education
Electronic Imaging and Graphics
Graphics Communication Arts
Horticulture
Human Relations
Human Services
Industrial Maintenance
Interior Design Assistant
Legal Assistant
Microcomputer Applications Support and Networking
Nursing Programs
Photography
Printing and Publishing Technology
Respiratory Care Technology
Sign Language Sills
Surgical Technology
Utility Line Technician
Web Support
Welding Technology

Program Advisory Committees

MCC's educational programs are affordable, accessible, and learning-centered. These programs address a wide array of student goals. In order for MCC to accomplish its goals, the college relies on academic advisory committees to assist in developing programs that meet the needs of students.

MCC's 36 program advisory committees are an integral part in the development, review, and revision of programs and curricula at the college. Participants are community members whose expertise in the respective fields provides a quality, up-to-date instructional focus for each program. A membership roster of each advisory committee can be found in the 2002-03 college catalog, pages 279-282. Additional information addressing MCC's program advisory committees is available in the Resource Room.

Workforce Development Institute™

MCC's Workforce Development Institute™ (WDI) is the college's liaison with business, industry, and government organizations. Clients may select from a variety of credit and noncredit microcomputer and business-related topics or request customized development and delivery. WDI provides programs in five areas to help individuals and organizations address transforming workplace needs:

- An authorized ACT, Prometric, Drake and MOUS testing center;
- Customized on-site training, retraining, and professional development;
- Command Spanish ™ licensed official registered provider; and
- Microcomputer technology certification.

WDI is serving the needs of local employers. In 1999, WDI provided 11 credit courses to employers, and in 2001 provided 126 credit courses, an increase of 1,045%. WDI also provides noncredit courses to local employers.

In 1998, WDI provided 9,092 instructional noncredit contact hours, and in 2001, 32,326 instructional noncredit contact hours, an increase of 255%. The number of people served increased from 1,129 in 1998 to 2,325 in 2001, an increase of 105%.

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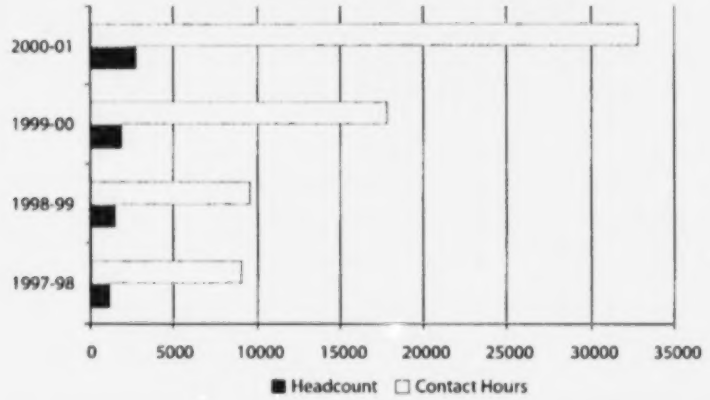
These large increases are an indication of the growing demand to extend the college's resources into the business community and MCC's ability to meet the educational and training needs of local employers in a responsive manner.

Figure 8.18 WDI Headcount and Noncredit Contact Hours 1997-2001

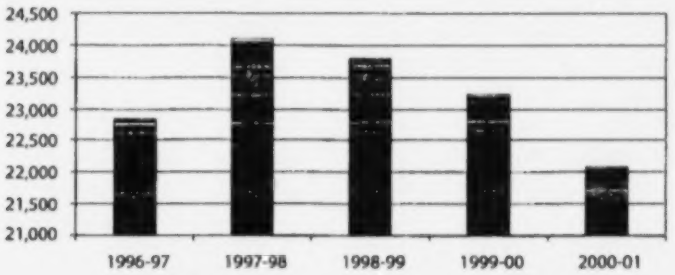


WDI is the recipient of the Nebraska Edgerton Quality Commitment Award. The Nebraska Industrial Competitiveness Service partners, the Nebraska Chapter of the American Society of Quality, and the Nebraska Diplomats sponsor the award along with the Department of Economic Development. The award recognizes companies that produce quality products and provide quality service. The process is modeled after the Malcolm Baldridge National Quality Award. To date, WDI is the only educational recipient of the award.

Continuing Education

MCC provides affordable quality lifelong learning opportunities to noncredit students and the community through its continuing education programs. Typically located at over 100 sites each quarter, MCC's continuing education program serves over 14,000 students (unduplicated headcount) in the metropolitan community per year. The number of continuing education credit hours is increasing, but headcount is decreasing.

Figure 8.19 Continuing Education Enrollment



Older students tend to enroll in MCC's continuing education noncredit classes. During the 2000-2001 academic year, 53% (7,557) of students enrolled in continuing education classes were 40 years or older. Of those students, 44% (3,340) were 50 to 64 years old.

Fifty percent (50%) of students typically enroll in vocationally related classes and 50% in leisure and recreational classes. Several program areas consistently have the highest enrollment: computer software, foodservices, health/allied health, dance, exercise, language, and apprenticeship training.

Continuing Education classes offered during the winter quarters for the last three years have averaged 832 course offerings per quarter. Online courses have increased from 46 courses in 2000 to 103 courses in 2002, a 223% increase. However, computer course offerings have decreased from 134 in 2000 to 105 in 2002, a 21.6% decrease due, in part, to the increase in online course offerings and reduced demand. Lecture/lab courses have slightly decreased from 685 offerings in 2000 to 614 offerings in 2002. Additional information addressing continuing education is available in the Resource Room.

Correctional Facilities

Since 1997, MCC's corrections service area provided educational programming to inmates in ten correctional sites across Nebraska. Subject to renewal every three years, the corrections services contract facilitates educational experiences for approximately 2,000 (unduplicated) inmates per year. A total of approximately 40 full-time staff, along with adjunct faculty, provide these educational experiences to inmates. The corrections staff collaborates with the Department of Corrections and the State Department of Education as well as wardens and staff at each correctional site, to develop programs tailored to inmate needs. Courses of study include Adult Basic Education/General Education Development classes, life skills, transition classes, English-as-a-second language classes, and credit and noncredit classes. Academic advising and financial aid information is provided at all sites.

International/Intercultural Education

The college was awarded two Title VIA and two VIB grants, which have been instrumental in assisting faculty in improving curriculum. The Title VIA grant enhanced an existing relationship with Little Priest Tribal College in Winnebago, Nebraska, by bringing faculty and staff together for learning experiences through the "Mayan Connection" project.

The Student Ambassadors, a 10-15 member student group representing cultures and experiences from around the world, are supervised by the International/Intercultural Education (I/IE) Office. Student Ambassadors serve as bridges between students and services at MCC, providing outreach and assistance to prospective and current students. The Ambassadors assist I/IE with a quarterly international student orientation and other programs and activities.

Additionally, the college has had several active international partnerships over the past decade including the Belize Connection, a partnership between MCC and institutions of higher education in Belize, Central America, and the EDIFAM grant that matched MCC's early childhood program with child care services in El Salvador.

I/IE provides college-wide programming related to staff experiences and curriculum development. I/IE coordinates and facilitates activities including the International Fair, Fort Omaha Intertribal Powwow, Cinco De Mayo luncheon, Vietnamese New Year, and the Martin Luther King Jr. commemorative luncheon. See the Resource Room for a complete list of sponsored activities and events.

Educational Services Budget Support

MCC considers the Educational Services area the major avenue for serving its mission of providing quality educational experiences to lifelong learners. This commitment is demonstrated in MCC's budget allocation decisions. In 1992, Educational Services accounted for $11.4 million of the budget or 51% of total college expenditures. Since 1992, the Educational Services budget has increased to 58% ($23.3 million) of the current budget, a $13.5 million increase.

Within recent years, the college has developed a strategic plan for determining budgetary expenditures for Educational Services, as well as all other college departments. The plan contains systems and processes within the department that assure appropriate resource allocation is in place to meet instructional needs.

Instructional Services Survey Results

Results from a variety of students, staff, and community surveys indicate that MCC's instructional services is fulfilling the college's mission and purposes by providing quality instruction and placing students first. Almost 70% of community members in the MCC October 2001 public perception purvey rated MCC as "good" or "excellent" when responding to the statement, "The overall quality of the classes and services offered."

In the 1997 and the 2001 employee climate surveys, 93% of MCC employees "agreed" or "strongly agreed" with the statement, "Students are considered to be important at Metro." (No previous results are available because this statement was added in 1997.)

In the fall and winter 2001-02 student information/student satisfaction surveys, students also responded favorably to the classroom instruction at MCC. To the question, "How satisfied are you with the overall quality of classroom instruction at Metro?," 96% responded "satisfied" or "very satisfied" in both surveys. (This version of the student survey was initiated in the fall 2001, therefore, no additional data are available pertaining to this question.)

Student responses to the statement addressing faculty concern for students increased from the fall 2001-02 to winter 2001-02 surveys. Responding to the statement, "Faculty are concerned with me as an individual," 87% (fall results) and 90% (winter results) "agreed" or "strongly agreed."

Feedback from survey results indicate that community members consider MCC's classes and services are of high quality, that college employees think students are important, and that students are satisfied with MCC instruction and feel faculty demonstrate concern for them.

Conclusion

As a multi-campus community college serving the educational needs of a diverse student population, MCC rises to the challenge of offering quality programs, instruction, and support services.

Because of the self-study process in analyzing the array of education and services offered to students, some challenges have already been identified, and, in some cases, action has been initiated to address those challenges. In other cases, other challenges need to be further addressed. For example, a formal system for the acquisition of library materials at the request of faculty members would improve the college's library services. Numerical records could be completed each budget cycle and data could be utilized to assist in budget planning for subsequent fiscal years. However, the college is positioned favorably to capitalize on its strengths and to move forward and improve what it does best–help students learn.

We Pride Ourselves

– Student Services offers an array of support services that are coordinated into a comprehensive "one-stop" environment at each of the three campuses and two centers.

– MCC extends the reach of traditional student services through support services that mitigate barriers to learning.

We Challenge Ourselves

– To continue exploring additional co-curricular activities improving student life at MCC.

– To continue to balance the use of "high tech with high touch" in reaching and informing MCC students about programs and services.

Chapter 9

Criterion 3–Student Services

Introduction

As evidence to support MCC's fulfillment of Criterion 3, this chapter presents a variety of services provided to students at MCC. In this chapter, each service is addressed as it relates to creating a supportive environment for student learning. The chapter covers the Student Services division and the services it provides, student life, and student services survey results.

Student Services' Mission and Purposes

As a division of the college, Student Services' mission is "shedding light through shared knowledge." MCC's Student Services is more than a department; it's first an attitude. The department believes that customer service is a willingness to provide thorough and timely information respectfully. The department strives to exceed expectations.

The executive dean of Campus and Student Services is responsible for the college-wide operation of the division and oversees the following departments: Financial Aid, Enrollment Management, the TRIO programs, Central Registration, Central Records, and other student services located at the three campuses and two centers.

Student Services develops and implements retention strategies to assist students in reaching their educational and/or career goals. The division also strives to provide convenient personalized services for all students. It is important to Student Services that prospective and currently enrolled students are knowledgeable about programs, services, and college resources; that students are accurately assessed and advised; and that systems are student-friendly and easy to access.

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To accomplish these purposes, Student Services routinely creates, maintains, and updates its internal systems and processes. For example, the division provides ongoing training to Student Services personnel four times a year to improve processes and information sharing. Topics have included financial aid updates, customer service training, student advising processes, and use of technology to meet student needs.

The division attempts to meet student needs by developing and modifying its services based on feedback from students, faculty, staff, and community leaders. Data collected from student and community surveys provide feedback. Personal communication with secondary and postsecondary colleagues influence services provided to MCC students.

Results of student surveys, along with graduation statistics, enrollment/retention patterns, student concerns, and faculty sessions assist Student Services in making appropriate changes. All Student Services supporting evidence is located in the Resource Room.

Student Services: A One-Stop Approach

As the "front door" to the college, Student Services offers a variety of assistance to students. Services for students are available at each campus 70-80 hours per week, including Saturdays. The south campus offers limited services on Sundays. These extended hours of operation and MCC's "one-stop" approach at all locations are indicative of MCC's commitment to offering effective and accessible services to students.

Each campus provides and/or connects students with support in:

- Academic advising and counseling;
- Assessment and testing services;
- Career services;
- Cashiering services;
- Financial aid and veteran services;
- Special support services;
- Student retention services; and
- Single parent/homemaker services.

Academic Advising and Counseling

Academic advisors and counselors provide students information about MCC's programs and services, along with the college's policies and procedures. They assist students in selecting and scheduling classes. They work collaboratively with program faculty in helping students stay on track and achieve their professional and educational goals. They also may assist students in selecting courses that successfully transfer to other colleges and universities.

MCC advisors are generalists and answer approximately 90% of student questions relating to advising. Counselors are specialists who deal with caseloads. Counselors are divided into three areas of expertise to meet the specific needs of students: student retention counselors, special needs counselors, and academic counselors.

An ongoing challenge for MCC is keeping students and staff informed in a timely manner of program and course changes. One solution to this challenge is a recently developed electronic advising tool, Student Online Services. It is a clearinghouse for students, advisors, and other personnel who may assist students in their educational decisions. The site offers advising notes and other pertinent information and is updated regularly to provide the latest information available. It is one solution to the many challenges of serving MCC students' academic needs.

Assessment and Testing Services

Assessment services in testing centers are available on each campus and provide students with computer-based testing in reading, English, science, and mathematics. Students are encouraged to participate in basic skills assessments during their first quarter of classes.

For basic skills assessment, the testing centers offer the ASSET, the Michigan ESL assessment, and an in-house science assessment along with the COMPASS. The centers also offer proficiency tests, CLEP, DANTES, TOEFL, and admission testing for nursing and allied health. New students receive all assessment results preceding their first quarter of registration, which may help guide their class selections. In some cases, the testing centers allow faculty flexibility in the classroom by offering make-up testing.

Career Services

Career Network centers provide students a wide range of career, employment, and support services. Career exploration, education and training opportunities, skills assessments, career counseling, and support with job searches, including workshops and individual assistance on resume development and interviewing skills are examples of services. In addition, periodic career events give students, alumni, and community members opportunities to discuss career options with employers from a wide array of fields and industries.

The centers are a no-cost service available to MCC students and the community. Career interest inventories and assessments along with an extensive collection of career resources are available. Local job market insights, job listings, on-campus employer and college visits, and access to computer-based local and national job banks also are available.

Cashiering Services

Cashiering services are offered as a convenience to students at all campuses and centers. Students may make tuition payments and cash personal checks. Other services, which vary for each campus and center, may include bus ticket purchases, parking permits, and student identification cards.

Financial Aid and Veteran Services

MCC helps students in securing financial assistance from federal, state, and institutional sources. The college is committed to providing students information about financial aid to pursue their educational goals or upgrade their skills for the job market. Available financial aid resources include gift aid, self-help aid, loans, scholarships, and grants.

A support person for financial aid is located at each campus. Limited assistance is available at the Sarpy and Fremont centers. Personnel knowledgeable in veteran services are available at the Fort Omaha and South Omaha campuses. All information pertaining to financial aid and veteran services is located in the Resource Room.

Special Support Services to Students

Specially trained vocational special needs counselors are available at each campus to accommodate students with disabilities. MCC's Special Support Services team, which includes professional special needs counselors, was recognized when the Omaha Mayor's Commission of Citizens with Disabilities presented its 1999 Golden Spoke award. The award honors entities that consistently exceed requirements or consistently demonstrate awareness of issues dealing with disabilities.

Support services to students include, but are not limited to, sign language interpreting, note taking, mobility assistance, reading assistance, counseling, career exploration, schedule building, route training, adaptive equipment loans, and tutoring for students with documented, specific learning disabilities.

Student Retention Services

Student Retention Services (SRS), a U.S. Department of Education TRIO program, is designed to assist college students who may be educationally or financially disadvantaged to successfully complete a program, transfer courses, or attain program-related employment. SRS's purpose is to help disadvantaged students address deficiencies and overcome the barriers associated with higher education.

SRS counselors are available at each campus to support students from low-income, first generation, disabled, or educationally disadvantaged backgrounds. Counselors provide career, academic, personal and group counseling; tutorial services; academic transfer coordination; financial aid coordination; skill-building experiences; and cultural enrichment activities. In addition, students have access to a book loan library for classes.

Single Parent and Homemaker Services

Federally funded through a Perkins grant, the Single Parent and Homemaker Services Department assists single parents, single pregnant women, and displaced homemakers in achieving their educational goals, overcoming barriers, and attaining needed occupational skills to enter the mainstream of today's workforce. MCC provides special services, workshops, and personal assistance to those needing assistance. Referrals are available to other college offices and relevant outside community agencies.

Enrollment Management

Enrollment Management, an area within the Student Services division, utilizes a systems approach to managing and integrating processes and services that support student enrollment. In addition to campus-based services, Enrollment Management provides the following college-wide services.

Outreach and Recruitment Activities and Events

MCC provides prospective students a mixture of avenues to learn more about the college.

- **Campus Visits**. Students are encouraged to meet with Student Services and program or faculty representatives to receive a one-hour overview of the college, its programs, and services. A Career Services staff member may also explain resources to enhance professional development.
- **Group Tours**. MCC offers group tours and presentations of up to 50 individuals. Tours are customized to meet group needs and provide requested information.
- **MCC College Information Night**. College Information Night is offered five times each year for prospective students, parents, friends, and family members. Valuable information addressing first-time college enrollment, financial aid, career outlooks, transferring courses, and MCC programs of study, services, and facilities is presented.
- **High School Visitations**. Enrollment Management personnel conduct semiannual visits for all high school students within MCC's four-county service area. These visits create awareness of MCC's programs and services, establish positive relationships with high school counselors and teachers, and connect prospective students to the college.
- **Quarterly High School Newsletter**. A quarterly newsletter is published by Enrollment Management targeting area secondary administrators, counselors, and faculty with up-to-date information about the college, its programs and services.

Central Records

Central Records is responsible for all student-related record processing and storage. It receives, manages, stores, and maintains credited, student-related permanent records (grade-related documents and issues, graduation information, special forms, all college inbound transcripts and evaluations, outbound transcript requests and production), as well as receives and mails large quantities of correspondence. Central Records measures its success by testimonials, statistical data, student surveys, and input from faculty, staff, and external clients. Refer to the Resource Room for supporting evidence.

Registration Services

MCC's registration process was designed to create easy access for students, faculty, and staff to register in multiple ways at the college for credit, noncredit, and staff development classes. The college has provided telephone registration with personal service since 1987. In addition, campus and center counselors and academic advisors have registered students

since 1995. Most recently, Internet registration was implemented. By providing convenient and accessible registration options, the college has expanded services to students within and outside of MCC's service area, which may have played an integral role in the growth of student enrollment.

International Student Admissions

Enrollment Management facilitates the admission of all F-1 visa students with the authority of the Immigration and Naturalization Services (INS). It offers student assistance with required INS applications for work permits, reinstatement, and change of status. The department also advises students about INS rules and regulations pertaining to F-1 student status and is responsible for reports to INS; the *Open Doors Report*, an international student report; and monitoring and tracking currently enrolled international students.

Student Online Services

A newly developed Web site entitled "Student Online Services" provides information on MCC articulation agreements, academic programs, advisement, credit and noncredit schedules, important dates, as well as links to other Web pages such as Educational Services, the bookstore, the library, and financial aid (http://www.mccneb.edu/onlineservices.asp). The Web site also provides a request form for college information, an electronic catalog, and a discussion board.

Web Advisor

Web Advisor is a Web interface that allows students to view their personal and academic profiles, submit a change in address or telephone number, request transcripts, register for classes online, view course offerings, drop classes, check personal class schedules, and review personal academic histories at MCC.

Student E-mail

Upon request, MCC provides e-mail accounts to students enrolled in its college classes. Accounts remain active as long as students remain continuously enrolled in credit classes.

Other Services for Students

Transfer Initiatives

MCC's transfer initiatives are coordinated through the Student Services division. Agreements are developed with institutions in areas of high student and community interest. Articulation information is presented in a simplified template for students to determine which MCC courses transfer to specific postsecondary institutions. Over 90 transfer guides have been developed with 19 four-year institutions. Information is accessible to all students on MCC's Web site.

MCC's articulation coordinator serves as a liaison for transfer students to provide a smooth transitional from MCC to other institutions. The coordinator also trains all academic advisors and counselors on the transfer initiatives so that students receive current and accurate information. MCC's articulation agreements are further discussed in Chapter 12: Criterion 5–Integrity.

Resolving Student Concerns and Complaints

The college has procedures in place to resolve student concerns and complaints. Formal procedures are established to address access to and review of student records; discrimination and harassment issues; discrimination based on race, color, religion, gender, national origin or disability; student conduct; and grade appeals.

Students are given suggested procedures in contacting offices for assistance in resolving concerns. Problems may be handled informally by discussing the issue with appropriate MCC personnel listed in the procedures. If issues are not resolved informally, students may begin formal procedures by submitting a signed written statement and proceed through the same order of contacts as the informal procedures. Evidence of support is located in the Resource Room.

Student Life

As with most community colleges, MCC students vary in age, background, interests, and educational goals. As a commuter college with multiple sites, MCC strives to fulfill the needs of this diverse group of students with a variety of activities.

MCC struggles with providing co-curricular student activities that create an inclusive atmosphere outside of academic programs and have the potential of attracting younger students. However, changes have occurred over the last several years in this area. Two examples are a steady growth in student clubs and the creation of a new student ex officio seat on the Board of Governors. Despite these actions, the college recognizes the need for continued improvement. A committee has recently completed an initial study and made recommendations regarding student government and co-curricular activities. The Executive Team plans to pursue the committee's recommendations during the coming year.

MCC continues to take steps toward enhancing student life. For example, during 2001-02 three student life issues were addressed: child care, student government, and student athletics. A council and two college action committees charged with addressing these topics worked throughout the academic year gathering and analyzing data. Charter findings and recommendations were presented to the Executive Team in the spring 2002. The committee work and results of these charters are available in the Resource Room.

To meet MCC's educational goals, faculty and staff believe students should be involved in the learning process on many levels to develop professionally and personally. Through involvement in one or more of the following activities, students enhance communication skills, become more culturally aware, develop computer skills, and learn more about personal and professional relations. Structured student activities help the college meet its general education goals while also providing students with leadership opportunities.

Student Organizations

MCC's student organizations provide numerous opportunities for student development. Leadership is a common thread among many of the groups. Community service plays a potential role in several of the organizations. Sensitive to student needs, the staff schedule meetings for student organizations during hours when full- and part-time students are available. MCC student organizations include:

- **Phi Theta Kappa**, an international honor society for two-year colleges;
- **Health Occupations Students of America**, an organization which encourages excellence in knowledge, skills, and leadership for practical nursing students;
- **Kappa Beta Delta International Society**, a business honor society associated with the Association of Collegiate Business Schools and Programs;
- **Mu Gamma Gamma**, a criminal justice student society; and
- **SKILLS USA**, activities support vocational technical instruction and professional development.

Another type of organization available to students is special interest groups associated with selected professions. The Culinary Association of MCC, the Criminal Justice Association, and the Computer Club are examples of special interest groups. See the Resource Room for the history and attributes of MCC student organizations.

The college encourages faculty to continue to form new clubs in other areas. Current faculty support is strong, and student leadership to date has been commendable. Although much positive work has been achieved, the accomplishments and opportunities involved with many of these organizations are not well known across all campuses.

MCC is committed to supporting student organizations with budget provisions and dedicated personnel. Funding is allocated to send organization advisors and top officers to related conferences. An educational service project coordinator is the designated administrative support for the organizations, along with faculty advisors.

Student Recreational Activities

MCC students, along with faculty and staff, may participate in recreational opportunities through the University of Nebraska-Omaha (UNO). A variety of intramural sports and Outdoor Venture Center programs are available at the same costs charged UNO students.

Ex Officio Board of Governors Student Representative

In July 2000, the MCC Board of Governors voted to create an ex officio student member position to enhance communication among students and the college. The student ex officio sits with the board at monthly board meetings and participates in discussions of agenda items. This position provides a voice for MCC students. Elected each November by the student body, the student ex officio serves a one-year term.

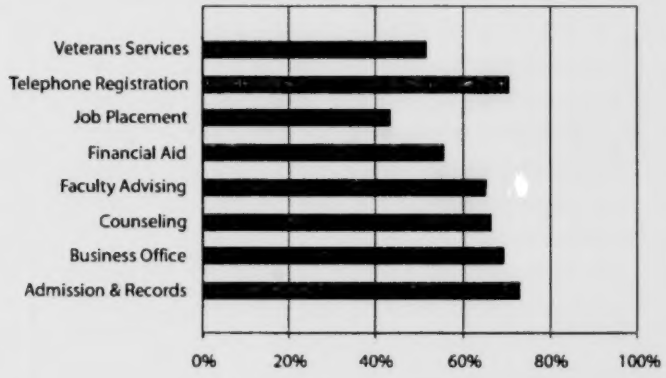
Student Services Survey Findings

MCC's Student Services division intermittently conducts the college's student information survey, distributed twice a year. Typically, the surveys are administered to a stratified sample of MCC students based on locations, times of day, and course prefix offerings.

In the winter 1998-99 student information survey, of the 2,208 students in 147 course sections receiving the survey, 1,191 surveys were completed and returned, with a response rate of 54%.

Students were asked, "How satisfied are you with these services for Metro students?," and were requested to rate only those services they had experienced. The results of the winter 1998-99 student information survey pertaining to that question raised college concerns. Overall, the division received low response ratings in all eight areas. Consistently, students were minimally satisfied with services provided by MCC.

Figure 9.1 Student Information Survey Winter 1998-99



Based on these survey findings, the division developed and implemented an intervening strategy of employee training in customer services.

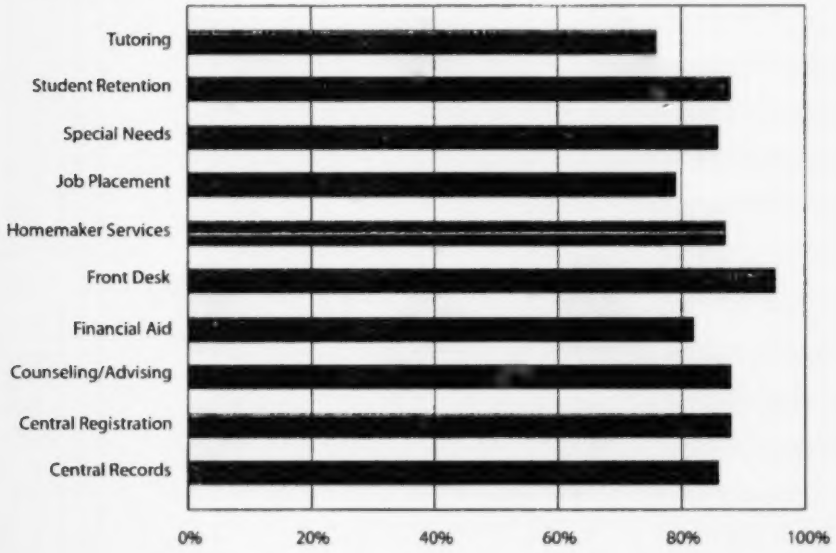
During the 1999-00 academic year, the division distributed a new student services survey, which focused on provided services to determine if their quality had improved since the previous survey and to identify areas for improvement.

The student services survey was administered to a stratified sample of MCC students, based on locations, times of day, and course prefix offerings. In 102 course sections, including five telecourses, 2,014 surveys were distributed, and 1,089 were completed and returned, for a return rate of 54%. Again, students were asked to rate the 10 services and to rate only those services they had experienced.

Of the 10 services listed in this survey, the front counter in the Student Services area was rated highest, with 95% of students (919) who used the services indicating they were "somewhat satisfied" or "very satisfied."

Of those responding, 80% (878) of students indicated they were "satisfied" or "somewhat satisfied" with Central Registration; 88% (769) indicated they were "satisfied" or "somewhat satisfied" with Counseling/Academic Advising; and 82% (374) indicated they were "satisfied" or "somewhat satisfied" with Financial Aid/Veterans Services. Based on results of the 1999-00 student services survey, the Student Services division improved provided services to students in all areas since the last survey.

Figure 9.2 Student Information/Student Satisfaction Survey 1999-2000



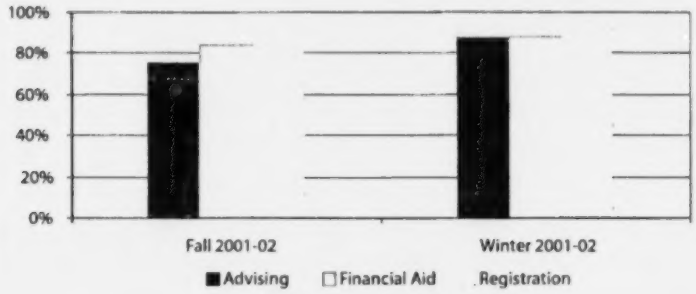
The division then distributed an additional new survey twice in 2001, the student information/student satisfaction survey. The survey contained three similar but not identical questions pertaining to services for students:

- "How satisfied are you with the financial aid you have received while attending Metro?"
- "How satisfied are you with Metro's process to register for classes?"
- "How satisfied are you with Metro's academic advising?"

Students were asked to respond to only those services they had experienced, and the individual question results are based only on students who responded to each question.

In both survey results overall, students were "satisfied" with provided services targeted in the survey. Over 85% of students were "very satisfied" or "somewhat satisfied" with the financial aid received at MCC. Over 93% of students were "satisfied" with MCC's registration process. Eighty-eight percent were "satisfied" in the winter 2001-02 survey with academic advising, compared to 76% in the fall 2001-02 survey.

Figure 9.3 Student Information/Student Satisfaction Survey 2001-02



Quantitatively, results from the two student information/satisfaction surveys indicate that students are satisfied with MCC student services addressed in the survey. However, a qualitative analysis of the comments section reveals that further interventions still need to be addressed. In the comments section of each survey question, those students who were unsatisfied with specific services reported unacceptable experiences in the student services area. The division plans to continue to address this ongoing challenge.

Conclusion

MCC offers an in-depth array of student services to meet the needs of a diverse population. Some of the services are exemplary for a community college. Within the last 10 years, the college has made significant strides implementing systems to provide and maintain a healthy variety of services. The college now needs to focus on improving those systems to better serve students.

For example, although a few new student activities have been implemented over the years and current committees are pursuing additional options, student life could be enhanced. An increased emphasis on technology to communicate with students is another example of MCC improving student services. However, maintaining a quality balance between expedient access to information and personal connections with serving students will continue to challenge the college. The newly created and filled student communication specialist position may help in this regard.

We Pride Ourselves

– MCC's outcomes assessment process is faculty-driven.

– MCC has made substantial progress in implementing a comprehensive outcomes assessment program.

– The institution provides fiscal support for the implementation of outcomes assessment such as staff development opportunities and faculty recognition through awards.

We Challenge Ourselves

– To increase student involvement in the outcomes assessment process.

– To fully implement and institutionalize the expanded outcomes assessment process through planning and budgeting.

Chapter 10

Criterion 3–Outcomes Assessment

Introduction

MCC's Program for Assessment of Student Learning supports the college's mission, purposes, and strategic initiatives. The outcomes assessment process is an integral part of each academic department and program. Chapter 10 addresses the college's outcomes assessment program, history of outcomes assessment, the college's outcomes assessment process, and the levels of implementation achieved.

MCC Outcomes Assessment

Overview

MCC values and encourages the systematic assessment and improvement of teaching and learning. The college's faculty-led Outcomes Assessment Committee (OAC) has coordinated the implementation of a college-wide Program for Assessment of Student Learning. OAC has stated the following purposes for the assessment of student learning:

- Improving the teaching and learning process;
- Improving programs and courses;
- Providing accountability to the community, and
- Providing data for informed decision-making.

Every degree program at the college has an assessment standards matrix that guides program faculty in the collection of data to improve curricula, teaching methodologies, and delivery methods. (All program matrices are available in the Resource Room.) This assessment program is a continuous improvement process to enhance student learning. As the implementation of the assessment program progresses throughout the college and as more data are available for improvements in the teaching and learning process, the ultimate benefactors will be MCC students.

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History of MCC Outcomes Assessment

The building of a systematic process for student outcomes assessment at MCC has been continuing for more than a decade. In 1996, the college prepared *A Report on the Status of Implementation of Student Assessment at Metropolitan Community College,* which was submitted to and subsequently approved by the North Central Association (NCA). This document was required by NCA at the time of the last evaluation team visit in 1992 and provided the college's initial framework and documentation of assessment efforts.

Since 1992, the college has experienced several leadership changes in the vice president/dean position of Educational Affairs/Services. In retrospect, these leadership changes and the periods of interim structures between the departures and arrivals of incumbents caused some perturbations in the college's ability to get the assessment process fully implemented and institutionalized. However, the incumbent vice president of Education Services has served since 1999, and under his leadership, MCC regained its momentum and resolve to fully implement and institutionalize its assessment process.

More recently, the institution has continued to evolve its outcomes assessment process, enabling the culture and structure of the institution to shape this process. By continuing the work of forming a learner-centered outcomes assessment plan, areas of the institution have developed an identifiable and workable structure for improving learning and instruction. At the college, outcomes assessment is and has been a faculty-led initiative.

While faculty have gone through repeated efforts to define program outcomes over the past decade, the more difficult task has been the sound measurements of learning and improvement of instruction based upon those measurements. Recognizing this challenge, the college has provided numerous faculty development opportunities related to assessment. Effective with the 2000-01 budget, a line item for assessment was added to fund the college's growing outcomes assessment initiatives. In August 2001, MCC sought the assistance of two professional consultants, each with executive-level higher education experience and extensive knowledge of HLC outcomes assessment guidelines, to work with the faculty and deans. For the last seven years, the OAC has provided the leadership for this mission-critical effort. The chronological events of outcomes assessment activity at MCC are summarized on the following page.

MCC's Outcomes Assessment Process

After the 1992 comprehensive visit, the college began developing its first formal outcomes assessment process. Major responsibility for the development work resided with the vice president of Educational Affairs and the division chairs. What evolved was a process to assess formally each course objective.

As the college began intensive work during 1994-95 on its assessment report for NCA due at the end of 1995-96, a small faculty-driven and faculty-led Outcomes Assessment Committee was formed. The committee recognized the shortcomings of the existing assessment process and began the long road to developing a program that would focus on completers in program areas.

Table 10.1 Assessment Program Timeline to Date

Development of the Student Academic Achievement Assessment Program	
Date	**Event**
1993-94	– Course-level assessment process initiated.
1994-95	– Faculty-led Outcomes Assessment Committee formed. – Methodologies for program-level assessment reviewed.
1995-96	– Assessment plan prepared and submitted to NCA.
1996-97	– Assessment plan approved by NCA.
1997-98	– Program advisory committees identified skills and competencies expected of all qualified potential employees.
1998-99	– Full-time faculty identified and adopted a set of core competencies common to all graduates. – Program areas created and submitted outcomes assessment plans.
1999-00	– Plans reviewed by the Outcomes Assessment Committee. – Program areas modified/revised assessment plans.
2000-01	– Outcomes Assessment Committee produced and updated the *Program for Assessment of Student Academic Achievement.* – All programs identified two specific outcomes. – Professional consultants retained to provide guidance on assessment.
2001-02	– Program areas submitted inaugural annual report on assessment. – Faculty member designated as the outcomes assessment coordinator. – Full-time faculty completed Levels of Implementation Survey. – Methodologies for general education outcomes assessment reviewed. – All programs measured two primary outcomes.

In May 1996, the college submitted its report, *A Report on the Status of Implementation of Student Assessment at Metropolitan Community College,* which was subsequently approved by NCA. In the report, MCC outlined its strategies to begin the systematic implementation of the outcomes assessment plan beginning in the 1996-1997 academic year. The initial thrust was to take place over a three-year period. Unfortunately, for a myriad of reasons including leadership changes, interim organizations, and reorganizations, the college did not implement the plan as earlier hoped. While the Outcomes Assessment Committee continued to exist, it functioned at a reduced level. To its credit, the committee was able to sponsor several assessment development activities during this period.

In 1999, the institution reorganized the Educational Services area and hired a new dean of Educational Services who is currently the vice president of Educational Services. Through his leadership, the MCC outcomes assessment process has been effectively reinvigorated. All program areas have created assessment standards matrices and have begun to collect data. For the 2001-02 academic year, each program area prepared a reflective summary of its outcomes activities and an overall executive summary covering programs. At the beginning of the 2002-03 academic year, each program area will be conducting an in-depth analysis of the data collected during the previous year and submit a second reflective summary of its outcomes activities.

To heighten awareness of the outcomes assessment process throughout the college and to acknowledge outstanding contributions in assessment by individuals and groups, the OAC developed and funded an annual outcomes assessment award program.

123 BEST COPY AVAILABLE

Each year, separate monetary awards will be available to recognize an individual and group or program for their work in student learning. A subcommittee of the OAC is currently reviewing nominations for the inaugural awards under this new program. The subcommittee's selections will be announced at the upcoming Educational Services Day meeting in August 2002.

In addition, an outcomes assessment coordinator, a full-time faculty member on release time, was appointed and reports to the vice president of Educational Services and the OAC. The new role of the coordinator has synthesized and improved college-wide efforts in assessing student learning. The position has added needed energy to the committee's efforts in moving forward.

HLC's Outcomes Assessment Criteria

The following table compares MCC's assessment process to the HLC criteria found in the *NCA Handbook of Accreditation*, pages 43-44.

Table 10.2 Outcomes Assessment Process

NCA Criteria	Metropolitan Community College Process
Strong, identifiable relationship between institutional mission and objectives and specific educational objectives of individual departments or programs.	Through its mission, purposes, and strategic initiatives, the college demonstrates the relationship.
Faculty-driven process.	Faculty in the program areas and on the Outcomes Assessment Committee participated in the development of the assessment process.
Shared authority for process.	The current Outcomes Assessment Committee has been in place since 1997.
Oversight of process by individual.	Ultimate responsibility resides with the vice president of Educational Services.
Assessment is both part of and a separate and ongoing process from the program review process.	A revised *Program/Department Effectiveness Review Analysis Report* has been developed, which considers assessment of student academic achievement as a separate component in the overall program review process.
Feedback loops in the assessment process.	Assessment is an integral part of the institutional effectiveness model that has been developed and feeds into the planning and budgeting process.
Students understand the college's assessment processes and the need for assessment.	The college includes information on outcomes assessment in the 2002-03 catalog.
Measure student learning using a variety of direct and indirect methods.	The assessment standards matrices document the methods of various assessment used by each program.

Levels of Implementation Achieved

The following table reviews MCC's progress with the implementation process. It is formatted consistent with the HLC's *Level of Implementation-Patterns of Characteristics* from the

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addendum to the *Handbook of Accreditation, Second Edition*. The table focuses on the level of implementation achieved in the various HLC characteristic categories concerning its assessment program. The data was collected from 129 full-time faculty members during the February 2002 Educational Services Day department meetings.

Beginning with the 2002-03 academic year, a new *Program/Department Effectiveness Review Analysis Report* will be instituted. The OAC recognized the need to revise the process based on experiences from using the process and outside consultants' recommendations. Outcomes assessment of student learning will be a major part of the report and will require each program area to address the following five questions:

1. How are the outcomes appropriate, and how do you know if they are?
2. To what extent have program completers achieved the program outcomes?
3. How do you know the extent to which they have been reached?
4. How do these results compare to what faculty expected?
5. What action will be taken because of these results and analyses?

While some program areas already utilize capstone courses and/or portfolio reviews, other program areas are beginning to investigate their use. Additionally, the college is in the early stages of formalizing an outcomes assessment process for the general education areas.

Based on the outcomes assessment coordinator and the committee's analysis of the results, the *Levels of Implementation* self-assessment places the college in the "emerging" or Level 2 category. In just one category (Shared Responsibility: Students) did the college place in the "planning" or Level 1 category. The OAC has been aware for some time of this deficiency and will be developing some student involvement ideas during the fall 2002.

The major challenge for the OAC is to move the institution to Level 3 by the end of the 2005-06 academic year and to sustain Level 3 status in the years thereafter. The committee's timetable for assessment activities to achieve Level 3 status is located in the Resource Room.

Building on Assessment

Since 1995, MCC's assessment process has been institutionalized. Assessment of student learning and instructional programs is an increasingly systematic, continuous process that enjoys widespread support at MCC. Most faculty and administrators are knowledgeable of the systems and methods of assessing student learning, including outcomes assessment, effectiveness reviews, and the myriad of tools used in course and program assessment. Administrative support and budgetary allowances for assessment help to ensure that faculty will continue to have access to resources and professional development for the assessment of student learning.

The college's commitment to outcomes assessment is demonstrated in its leadership, budget allocations for faculty development and personnel, support of the OAC, and an institutional effectiveness system, which incorporates outcomes assessment results. However, MCC has been challenged to reach this point of success. During the past 10 years,

numerous false starts occurred in addressing and sustaining outcomes assessment. Several changes in Educational Services leadership, along with reorganizations, diminished the division's ability to establish a strong and sustained college-wide system for implementing outcomes assessment. However, under the leadership of the vice president of Educational Services, MCC has made a concerted effort in establishing outcomes assessment as a driving force in improving student learning and making decisions. The college has demonstrated a commitment to outcomes assessment through its faculty development plan. During the last two years, a variety of faculty development sessions were offered to increase knowledge base about outcomes assessment, in designing course and program outcomes, and in improving instructional design techniques.

Table 10.3 Levels of Implementation Results

NCA Level Characteristics	MCC Response	Patterns of Evidence
Institutional Culture		
- Collective and shared values	Level 2	Importance of learning is an integral of the mission, purposes, and strategic initiatives (create an institutional effectiveness system to provide meaningful decision-making data including outcomes assessment) of the college.
- Mission	Level 2	
Shared Responsibility		
- Faculty	Level 2	Program-area faculty have identified appropriate outcomes and have developed assessment standards matrices.
		Annual outcomes assessment awards have been funded and will be used to recognize outstanding achievements in assessment activities at the college.
- Administration and Board	Level 2	The vice president of Educational Services has continuously kept the Executive Team and the Board of Governors appraised of MCC's assessment initiatives.
- Students	Level 1	More work needs to be accomplished with students to assist in their understanding of and the need for the outcomes assessment process.
Institutional Support		
- Resources	Level 2	A budget line has been established to support assessment development for faculty members.
- Structures	Level 2	The current Outcomes Assessment Committee has been in place since 1997.
	Level 2	An assessment coordinator was appointed in 2001 and reports to the Outcomes Assessment Committee and the vice president of Educational Services.
Efficacy of Assessment	Level 2	Faculty members are increasingly engaged in analyzing program area's assessment standards matrix in faculty and advisory committee meetings.
		Program and department representatives and deans are annually documenting how assessment information is being used to improve student learning.

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Throughout the 2001-2002 academic year, external assessment consultants met twice with each program's faculty to enhance and improve the development of program outcomes. During the 2001 Educational Services fall kickoff, an instructor/consultant addressed the faculty on program outcomes design. In addition, an outcomes assessment coordinator position, held by a full-time faculty member, was created to further assist faculty in the ongoing development and implementation of outcomes assessment.

The OAC's accomplishments are viable demonstrations of the college's commitment to sustaining outcomes assessment. Faculty-driven, the committee's purpose is to review all program outcomes and to provide assistance for improvement where needed; to develop a system of support for all faculty in sustaining assessment; and to assure that the assessment implementation is successful.

Even though the committee has been in place since 1994, significant progress in the last four years has been made. The committee coordinated, with members facilitating, a variety of outcomes development sessions for faculty. It developed a system for outcomes assessment implementation and is currently overseeing the system. At the same time, it is also making modifications to the system, based on external consultant recommendations. The OAC will continue to be the college's nucleus of assessment implementation and improvement.

As part of MCC's institutional effectiveness process, in its initial phase, outcomes assessment results have been identified as the major indicator of student learning. These results, along with other data from yearly educational program reviews, will drive improvements and modifications in Educational Services.

Budgetary Implications

MCC has budgeted appropriate funding to implement outcomes assessment strategies during the last few years. However, in order to continue enhancing the college's outcomes assessment process, budget needs for implementation will increase. Currently, the college allocates funding for the assessment of student learning and dedicates funding for an outcomes assessment coordinator. As the college continues to improve its process of assessment, Educational Services will need to increase dedicated funding for the program's success.

Conclusion

Since 1992, MCC has built momentum in its pursuit of creating an outcomes assessment process. Unfortunately, the college has also relaxed this momentum throughout the years because of leadership changes and interim gaps. The implementation of assessment activities has had unevenness in its success. However, with the leadership emerging from Educational Services and a dedicated and persistent OAC, the college is well on its way in continuing to develop a quality assessment program at MCC.

One of the strengths of MCC's assessment process is that faculty members are involved and are internalizing the process, for the most part. Assessment is evolving as part of the

learning culture at MCC. This is a major change from 10 years ago. Two important elements of the outcomes assessment process still need to be addressed. A strong relationship between outcomes assessment and the college's mission, purposes, and strategic initiatives is only implied. The college may consider making outcomes assessment more institutionally visible by directly stating its importance in the purposes or strategic initiatives.

As a commuter college with minimal avenues for participation and support, the college continues to be challenged to include students in its overall strategies of outcomes assessment. In this chapter, many reports and documents are referenced. All of these items, as well as other supporting data, are located in the Resource Room.

We Pride Ourselves

– MCC has mature planning and operations processes to continue as a successful organization through periods of transition.

– MCC's strategic initiatives are more visible to the college community and have served to generate a new excitement about the future.

– MCC's financial stability gives the college numerous development options for the future.

We Pride Ourselves

– To address the challenges identified through the self-study process.

– To implement the institutional effectiveness process and facilitate a culture of evidence.

Chapter 11

Criterion 4–Organizational Stability and Planning

Introduction

Previous chapters exhibit how Metropolitan Community College (MCC) is manifesting its mission and purposes. Chapter 11 addresses Criterion 4 and MCC's sustainability of its mission and purposes. This quality is exemplified in MCC's leadership and institutional stability, its institutional improvement, and its ability to build on outcomes assessment. The chapter also addresses how the self-study process is leading the institution to becoming an improved and more effective organization.

Leadership Stability

Board of Governors Leadership

During the 1999-2000 and 2000-2001 academic years, conflict arose among some of the incumbent members of the Board of Governors and with the former college president. This turmoil, at times, threatened the board's ability to function successfully. While board business continued to be conducted, the environment created distrust and strain among board members, staff, and administration.

Since January 2001, the board has established a strong cohesiveness in working together and with the new president. The board has demonstrated a good, stable environment in internal board relations and in the relationships between board members and the new college president. A board that is a mix of incumbents and new members brings a high level of energy and excitement about MCC's future. However, an orientation process for new members could enhance their effectiveness. As a group, the board members are becoming more cohesive. Mutual respect is exhibited even in the face of disagreements.

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Board members have participated in a number of board development activities focused on role clarification with the new president in the past year. However, the board needs to continue to clarify its role as a policy-focused body.

President

In July 2001, the Board of Governors appointed Jerry Moskus, Ph.D., as the college's third president. Before coming to MCC, Dr. Moskus served as president of Lane Community College in Eugene, Oregon, since 1990. He follows Dr. J. Richard Gilliland, who held the position since 1981.

Executive Team Leadership

During the 10 years from 1992 through 2001, the administrative organization of the college evolved in an attempt to match available and potential staff members with the needs of the various college stakeholders. Throughout these changes, the Executive Team membership gradually expanded to provide a more inclusive representation of college areas.

From 1992 to 1993, the president's cabinet consisted of an executive assistant (responsible for Human Resources, the MCC Foundation, Enrollment Management, Planning and Development, and Instructional Resources Technology), a vice president of Community and Economic Development (responsible for Marketing and Public Relations), a vice president of Educational Services (responsible for the academic divisions), and a vice president of Finance and Administrative Services (responsible for the physical plant, Finance and Accounting, Purchasing, Computer Services, and Financial Aid and Veterans' Affairs).

In 1998, a provost position was created, which was changed to executive vice president in 2001. Most major areas of the college report to this position.

Currently, the president's Executive Team is composed of the executive vice president, the vice president of Educational Services, the vice president of Student and Instructional Services, the executive dean of Campus and Student Services, the dean of Planning and Institutional Advancement, the executive college business officer, the dean of Continuing Education, the diversity and equity officer, the director of Public Relations, and the College Action Committee chair.

Additional opportunities allowed the college to maintain its operational successes, which is a testimony to MCC's employees. Additionally, under the current leadership of the president and the executive vice president, the Executive Team organization has stabilized. Under this enhanced leadership structure, the college is in a strengthened position to better address constituent needs. Refer to the Resource Room for a historical perspective of MCC's organizational and administrative structure.

Educational Services Leadership

The Educational Services area went through a transformation in 1999. Prior to September 1998, the Educational Services organizational structure consisted of the vice president of

Educational Affairs and nine division chairs. In summer 1998, the vice president of Educational Affairs resigned. This resulted in a reorganization of the academic area, which was announced in May 1999.

The position of vice president of Educational Affairs was replaced with the dean of Educational Services position. In addition, four associate dean positions were created, and the nine division chair positions were eliminated. These positions were later changed to vice president of Educational Services and academic deans. Five project coordinator positions also were created, assigned to each dean to assist in the daily operations and management of their program areas. A fifth project coordinator reports to the vice president of Educational Services to facilitate special areawide projects; a sixth project coordinator position was created in January 2001 and assigned to the Communications and Industrial Technology dean addressing vocational trades. The dean of Educational Services title was elevated to vice president of Educational Services in September 2001, and the four associate dean titles were elevated to dean in May 2002.

Student Services Leadership

During the 1992 NCA site visit, the Student Services structure was much dispersed compared to what it is today. The director of Enrollment Management reported to the executive assistant to the president and the director of Financial Aid and Veteran Services reported to the vice president of Finance and Administrative Services. A position entitled division chairperson of Counseling and Academic Advising reported to the vice president of Educational Services. Between 1992 and 1995, no one administrator was responsible for coordinating the enrollment management function of student services, financial aid, counseling, and academic advising.

The dean of Student Services position was created in 1995, which brought about a more cohesive approach to serving student needs. The Student Services dean reported to the executive assistant to the president, with the director of Financial Aid and Veteran Services and the director of Enrollment Management reporting to the new dean. Three positions of Campus Student Service directors, assigned to each of the three campuses and reporting to the dean of Student Services, replaced the position of division chair of Counseling and Academic Advising. The campus directors' responsibilities were the campus student services staff, including counselors and academic advisors.

In 1996, the dean of Student Services and the Student Services division began reporting to the vice president of Student and Instructional Services. However, in 1999 the Student Services division began reporting to the newly created provost position. Also in 1999, the Campus Services directors' responsibilities expanded to campus management responsibilities for all permanent delivery sites and the newly created career services coordinators. To better reflect the responsibilities, the dean of Student Services' title was elevated to executive dean of Campus and Student Services in May 2002.

Currently, other administrative positions reporting to the executive dean are the director of TRIO programs, the coordinator of the Offutt Education Center, the director of the Sarpy Center, and the coordinator of Tech Prep.

Since the last self-study, the various Student Services departments have been consolidated into the Student Services division of the college. Under this consolidation, Student Services is now responsible for providing a multitude of student services to new, current, and returning students. Since the creation of the dean of Student Services position in 1995, the college now has a division that works collaboratively to coordinate and provide needed services for MCC students.

Student and Instructional Services Leadership

In 1993, the Office of Instructional Services and the associate vice president position, which reported to the president, were created to manage the newly established division. Included in the office were the Continuing Education, Instructional Resources Technology, and International and Intercultural Education departments. The Office of Instructional Services became the Office of Student and Instructional Services (SIS) in 1996, with the elevation of the title of associate vice president to vice president. The Student Services division was also added to SIS in 1996.

In 2001, the vice president of SIS began reporting to the executive vice president. The departments currently reporting to the Office of Student and Instructional Services include Continuing Education, Nebraska Corrections Education Connection, Management Information Systems, Information Technology Services, Technology Enhanced Learning, Library Services, and International and Intercultural Education.

Although the structure of Student and Instructional Services has changed numerous times over the years, the SIS structure and composition of departments within the division has remained unchanged for the last three years.

Finance and Administrative Leadership

In 1992, the vice president of Finance and Administrative Services was responsible for Physical Plant, Finance and Accounting, Purchasing, Computer Services, and Financial Aid and Veterans Services. Over the last 10 years, Computer Services and Financial Aid/Veteran Services were reassigned to other areas. The responsibilities of the Human Resources department were assigned to the area in 1999.

Physical Plant was changed to Facilities Management. Finance and Accounting was renamed Financial Management, and the budget management duties were separated out to the newly created position of coordinator of budget and projects.

Purchasing was changed to Administrative Management, a more inclusive title indicating the wide array of responsibilities covered, including purchasing, accounts payable, risk management, central stores, and public safety.

The dean of Finance and Administrative Management has led the area since 1996. The title was changed in 2002 to the executive college business officer to better reflect the duties of the position. The director of Administrative Management, director of Facilities Management, director of Financial Management, director of Human Resources, and the coordinator of budget and projects all report to the executive college business officer.

Planning and Institutional Advancement Leadership

From 1992 to 1995, the Office of College Planning and Development was under the leadership of a director, reporting to the assistant to the president. The College Planning and Development division consisted of Research and Analytical Studies, Grants Development and Management, the MCC Foundation, and Personnel Development.

In 2002, a new dean was announced and the department's title changed to Planning and Institutional Advancement (PIA). PIA is currently comprised of Institutional Research, Personnel Development, Grants Development and Management, the Workforce Development Institute™, MCC Foundation, and Planning.

Institutional Stability

Financial

MCC maintains its financial stability through resourceful management of three primary funding sources: property tax, state appropriations, and tuition, which collectively account for approximately 97 percent of its total revenue.

Property tax and state appropriations work in conjunction with each other. The college has the ability to set the property tax rate, dependent upon its income from state appropriations. The state sets an unofficial ratio of state appropriations, property tax, and tuition, along with other income, at a 40-40-20 ratio respectively.

In the past, if state appropriations furnished more than 40 percent, it would lower the property tax rate. The combined state appropriations and property tax have accounted for 74 percent of the college's total income. The combined rate has been lower than the projected 80 percent because the college generated more than 20 percent through investments and tuition.

Over the past several years through prudent fiscal management, the college has been able to generate significant cash reserves. Reserves have earned reasonable interest for the college and have provided needed cash when receipts from property tax lag due to an increase in rates and during the delay in July and August before the state appropriations payments begin in September. The reserves have provided a source of stability during the current economic downturn.

Future Predictions on Revenue Stability and Changes

Although the State of Nebraska has had years of solid financial resource growth, the state is currently experiencing a significant revenue shortfall from earlier forecasts. This has caused all governmental bodies in Nebraska to reassess their spending priorities and be concerned about future economic conditions. The actual percentage of revenue shortfall has yet to be determined, but the conservative nature of Nebraska should allow the state to avoid the severe deficits that some other states have experienced. The governor has called the Unicameral Legislature back into session in late July 2002 to further address the revenue problems.

MCC is able to hold and maintain a healthy cash reserve balance to assist during economic downturns and unexpected occurrences.

Future legislative support for community colleges appears to be strong, based on recent legislation passed over the past few years and only mild revenue reductions during the most recent legislative session while addressing revenue shortfalls. MCC's four-county service area has approximately 34% of the valuation of the entire state and tends to have the greatest property valuation increases of all the Nebraska community colleges.

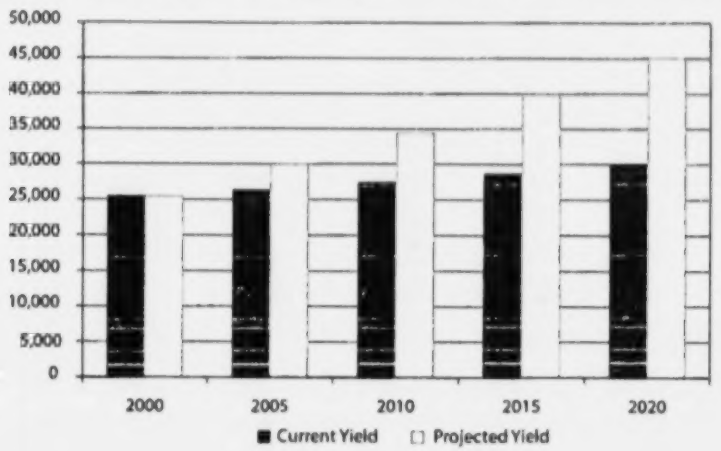
Currently, MCC has the lowest general fund tax rate and may grow revenue consistent with enrollment growth without a significant tax rate change due to the progressive state aid formula and valuation increases.

Student Enrollment Projections

Since the last master facilities plan was completed, MCC has continued to experience enrollment growth, although not at the same rate as the mid-1990s. Overall, total annual unduplicated headcount enrollment has increased by 15% between 1996 and 2001 with an increase of 4.38% in credit and a decrease of 4.67% in noncredit. Over 37,500 individuals were served in credit and noncredit classes during the 2000-2001 academic year.

Annual unduplicated headcount data are important to evaluate and project needs and requirements for services. In contrast, credit hour and FTE data are important measures for identifying future space requirements.

Figure 11.1 Projected Market Yield–Unduplicated Annual Credit Headcount



Projected Enrollment Yields

MCC's market yield of the four-county service area is 1.8% for the fall quarter. Annually, it is 4%. Projections include a constant market yield as well as a more aggressive market yield for consideration.

Projected Continuing Education Enrollment Yields

Using a similar grid in estimating credit enrollment projections through the year 2020, the Continuing Education noncredit division shows a conservative estimated yield of 2.21% based on an unduplicated headcount of 14,185 for the 2000-2001 fiscal year. There is also a more aggressive market yield pattern identified through the year 2020.

Assumptions for Maintaining Current Yields

- The college has an excellent program base that has potential for expansion.
- A large-scale capital construction program will increase the MCC's capacity for further serving existing markets and attracting new populations.
- There will be a continued relationship with the University of Nebraska-Omaha whereby an increasing number of prospective students are being advised to begin their education at MCC.
- Following national trends, the tuition value of MCC is gaining increasing attention to high school graduates, and the college is becoming more of a college of choice.
- MCC has the capacity to continue developing technology-based solutions for services and maintain a personal touch to the student experience.
- All things remaining constant, enrollment yield is expected to remain stable or increase.
- While there will be efficiencies of scale, technology-based solutions for services, and budgetary restrictions, it is anticipated the employee growth will be consistent with credit enrollment (unduplicated headcount) growth.

Possibilities for Increasing Current Yields

- New program potential in the health careers and occupational programs, in general, a continued strengthening of technical programs and a continued increase in transfer-oriented students all provide potential for reaching new markets and increasing market yield.
- Alternative delivery, and online delivery in particular, has great potential at MCC. Unlike most other institutions, MCC does not charge additional tuition for online courses making it a very viable option for students.
- Customized training contracts have increased dramatically in recent years with no signs of declining.

Unknowns

- Information technology industry, locally and nationally;
- Potential partnerships and strategic alliances that are yet undeveloped;
- Future industries that may relocate or develop in the Omaha area; and

- Increasing noncredit offerings utilizing college facilities. (A shift in this philosophy might increase the community exposure of college programs and services, potentially influencing a greater number of noncredit students enrolling in credit programs.)

MCC Planning Process

MCC has had an institutional planning process in place since the early 1980's. The process occurred every three years, moving to a two-year cycle in more recent years. Typically, each cycle began with a large-scale planning event involving selected representatives from business and industry, community agencies, other educational institutions (K-14), college faculty and staff, and students. Participants met in various theme-based groups to review current practices and to explore possible new directions for the college over the next 2-3 year period. Participants were provided a wide variety of resource documents such as institutional data, program descriptions, and general college information.

Following the planning events, a summary/plan that included college goals and priority actions was produced, disseminated college-wide, and used as a guide for priorities in college areas. At the conclusion of each planning cycle, a summary report of accomplishments was generated.

The institutional planning process has continued to move towards becoming less cumbersome and more meaningful to the institution. Beginning in 1999, a planning task force was formed and charged with revising the institutional planning process. The group was comprised of members from Educational Services, Planning and Institutional Advancement, Finance and Administrative Management, Provost's Office, Student and Instructional Services, Workforce Development, Student Services, and Facilities Management areas.

During the transitional period between college presidents, the goals of the group were to:

- Assess current planning practices and to explore ways to simplify and streamline the process;
- Make it more inclusive of all segments of the college community; and
- Provide for definable and measurable outcomes.

Because of the planning task force's work, a revised planning process was launched in the fall 2000. Thirty-two representatives from the college, including employees, students, administrators, faculty, and board members, reviewed the current mission statement, purposes, and the seven 1999-2001 strategic goals. Because of the review, the seven strategic goals were consolidated, revised, and renamed strategic initiatives. The Leadership Council then edited the mission statement and the five strategic initiatives, which were subsequently approved by the Executive Team.

Given the revised mission statement and the five strategic initiatives, 11 college areas, led by trained facilitators from each area, created area action plans that supported at least one strategic initiative. The 11 areas used creative ways to include employees in the process of identifying priority area action plans. The planning task force reviewed proposed area

action plans, and then forwarded them to the Executive Team for final approval and publication.

The 2001-2003 strategic initiatives were incorporated into the 2001-2002 budget guidelines distributed to all employees. As each area developed budget requests for the next fiscal year, items linked to area action plans were considered for priority funding. The college community was represented in some phase of the 2001-03 planning process. Since the budgeting process considered area action plans in the decision-making, every employee had the opportunity to take an active interest and participate.

Throughout 2001-03, quarterly updates of each area plan are submitted to the Executive Team for review. The quarterly updates are posted on the college's Intranet. In addition, throughout the 2001-02 academic year area action plans have been a focus at every administrative staff meeting.

As defined in the 2001-03 process, the Executive Team reviewed area action plans at the beginning of the 2002-03 budget cycle to determine relevancy and if any adjustments were needed. It was determined that no changes were needed at this time. A review of the process will begin as part of the continuous planning cycle beginning in the fall 2003.

The revised institutional planning process was designed to be continuous and highly visible as it guides the institution. With the introduction of a simplified, streamlined process, college priorities were more easily communicated, employees were more involved, and the outcomes were more defined and manageable.

One of MCC's goals is to continue improving its planning systems. The rapid growth of student enrollment and expansion of facilities over the last 15 years has forced major changes; however, many old systems have not caught up with the current environment. For example, the current budgeting process has not directly integrated outcomes assessment in setting priorities. The college recognizes that these outdated systems need to be addressed in the planning and budgeting processes.

Additionally, one ongoing aspect of MCC's planning process was environmental scanning. From 1995 to 2000, the purpose of environmental scanning was to allow faculty and staff to identify trends that could potentially affect the college. Scanning summaries from two college-wide sessions per year were published internally identifying potential priority trends.

More recently, environmental scanning session attendance has decreased, and minimal substantive information has been generated. In addition, the results have not been formally integrated into the future decision-making processes of the college.

During the 2001-2002 academic year, alternative strategies of a more informal nature were used. Currently, the college is reviewing its scanning process and possible alternatives.

Educational Services Area Action Plan

The Educational Services area action plan is a key component in the planning process and an exemplary example of area planning at the college. (Refer to the booklet, *Educational*

Services: a Framework for Academic Planning, in the Resource Room.) It is comprised of 17 separate learning initiatives. These priorities represent the outcomes of departmental meetings held during winter quarter 2001 and facilitated by the vice president of Educational Services, deans of each area, the director of Facilities Management, and the coordinator of Facilities Management Planning. The department meetings gave faculty and administrative staff an opportunity to create a future planning model that would address the five learning initiatives earlier identified by the faculty as strategic directions for the Educational Services area:

- Mission-driven;
- Curriculum-focused;
- Learner-centered;
- Partnership rich; and
- Inclusive culture.

Draft documents from each of the department planning meetings were prepared and forwarded to faculty for review and modification before incorporated into the Educational Services area plan. The 17 learning initiatives are not only guidelines for the Educational Services budget planning, but also priority action steps for each department during 2001-2003. The vice president of Educational Services and academic deans periodically review progress throughout the year toward these goals identified in the action plans. Some accomplishments that have resulted from this process include development of the Technical Academy for high school students, refinement of course scheduling, major advancement in the outcomes assessment program, redevelopment of the Weekend College, and a New Faculty Institute. The division sees great potential now that the revised planning systems are in place.

With facilities staff attending each meeting, faculty provided input on facility needs for immediate items as well as possibilities and ideas to be incorporated into the master facility planning process.

During the beginning of 2002, the vice president of Educational Services and academic deans met with faculty to review each departmental action plan as a review of accomplishments to date and possible modification needs. In place of facilities staff, the executive dean of Campus and Student Services also attended each meeting to discuss student services issues with faculty members.

Faculty members have been supportive of the Educational Services planning process. For the first time the planning process in Educational Services has engaged all faculty in focusing on planning as it directly relates to their own programs and institutional areas.

Institutional Effectiveness

In December 2000, an Institutional Effectiveness (IE) Committee consisting of faculty, Student Services, Financial and Administrative Services, Institutional Research, and Planning and Institutional Advancement representatives was formed to design MCC's institutional effectiveness process.

The committee's purpose was to create a system that defines, measures, and reports institutional effectiveness information for use in planning and budgeting. The committee's first institutional effectiveness report was published in February 2002, along with an executive summary.

The most significant result of this process was the acknowledgment of gaps in data collection systems. Although the data is generally available, the specific collection of meaningful data lacks a systematic approach.

To align more closely the IE process with budgeting and planning, the IE report will be published annually in November. In addition, monthly reports of key IE area of focus will be presented to the Board of Governors beginning in the fall 2002. See the Resource Room for all supporting evidence.

A standing Institutional Effectiveness Committee to sustain the effectiveness process was established in April 2002. The standing committee's charge is to continue the development of the original committee's focus. This committee will provide MCC ongoing capacity to examine systems and processes and the need for modifications within the institution.

Building on Outcomes Assessment

As part of MCC's institutional effectiveness process, in its initial phase, outcomes assessment results have been identified as the major indicator of student learning. These results, along with other data from yearly educational program reviews, will drive improvements and modifications in Educational Services.

The Outcome Assessment Committee and its accomplishments, as mentioned in Chapter 10, Criterion 3–Outcomes Assessment, are viable demonstrations of the college's commitment to sustaining assessment. Faculty-driven, the committee's purpose is to review all program outcomes and to provide assistance for improvement where needed; to develop a system of support for all faculty in sustaining assessment; and to assure that the assessment implementation is successful.

Improvement through the Self-Study Process

MCC's self-study has improved the institution throughout the process and will make it a more effective institution in years to follow. Because of the two-year self-study process, the institution made some system changes. Much dialogue occurred among employees, and possibilities for improvement were discussed in committees as evidence was gathered. Some recommended changes were made because of those discussions and evidence. For example, based on some of the self-study committees' findings, addressing the improvement of tracking data at the department/division levels has begun. Additionally, the Executive Team closely reviewed the self-study findings and are developing strategies and creating institutional actions plans to address each identified challenge.

Drafts of the self-study report were electronically available on the Intranet throughout the process. To assure accuracy, parts of the draft were distributed to a variety of stakeholders who made recommendations for improvement.

After the report was final, an executive summary was distributed to all employees. Additional specific lists of strengths and challenges not included in the final report will be forwarded to appropriate divisions and departments for consideration. In addition, the Executive Team will create institutional goals based on the self-study's major findings.

During the academic year preceding the site visit, all employees were required to participate in a professional development session designed to examine the challenges of the college over the last 10 years. As part of the session, drafts of each criterion's list of strengths and challenges were shared. Discussion of those lists was encouraged, and employees were asked for feedback. Employee awareness of the self-study process and the report findings were enhanced because of this session.

As part of MCC's institutional effectiveness (IE) process, one of the future measurements identified to be incorporated into the IE process and support the indicator, "The institution is operationally effective," is the formal feedback from the self-study. In the coming year following the site visit, the IE Committee will address recommendations made by the Higher Learning Commission.

Conclusion

This chapter demonstrates how MCC continues to accomplish its purposes and strengthen its educational effectiveness through leadership and institutional stability, institutional improvement, and the systems in place to build on assessment. Even though the college has gone through major leadership and organizational changes since the last self-study, daily operations have continued to develop and students have continued to learn.

MCC is in a strong position to move forward into the future. As the college grows, the infrastructure currently in place will help maintain the college's previous success.

MCC has the fiscal strength to continue offering exceptional learning experiences for students. Additionally, the self-study has been an impetus for organizational improvement.

We Pride Ourselves

– MCC is consistently reaching out to the community to encourage a diverse student body.

– MCC's articulation agreements with other higher education and secondary institutions and related enrollment increases demonstrate its commitment to fulfilling its mission and purposes.

– The visibility of MCC's diversity efforts in organized cultural events and staff development are examples of MCC's exemplary commitment to valuing differences.

We Challenge Ourselves

– To strengthen the coordination of marketing and program promotion processes within the college.

– To continue establishing board policies and procedures memorandums and related practices that support the integrity of the institution.

Chapter 12

Criterion 5–Integrity

Introduction

Metropolitan Community College (MCC) consistently strives for integrity in its operations and relationships. It devotes much time and energy to developing and maintaining relationships that exemplify honesty. In fulfillment of Criterion 5, this chapter reviews examples of the college's writings and actions, along with its community partnerships, that demonstrate MCC's integrity.

Integrity in Writing

MCC takes special care in assuring that all published documents and policies capture MCC's commitment to institutional integrity.

Board Policies and Procedures Memorandums

As a postsecondary institution, MCC is committed to guaranteeing that formal policies are in place to guide ethical approaches in all of its dealings. Policies exist for areas such as ethics, diversity, appeal processes, safety, and affirmative action. The college has developed a comprehensive set of policies, along with procedures memorandums, addressing ethical actions. For more information regarding board policies and ethical approaches, refer to the Resource Room.

External Marketing Materials

MCC's external marketing materials increase public awareness of the college and promote college offerings and services. Advertising materials primarily target the MCC four-county service area. Occasionally they extend outside the service area for distance education classes, specific requests to advertise beyond the area, and other special circumstances.

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The Marketing and Public Relations (MPR) department conducts basic public relations activities. MCC's outreach communications promote the college's academic programs, enhance the college's image, provide the public with general knowledge about the college, and encourage college enrollment. A function of MPR is to collaborate with the Enrollment Management department in developing and updating these outreach materials so that the most current and accurate information is disseminated.

MCC offers a variety of outreach materials, both general and program specific. However, program areas are becoming increasingly involved in creating their own outreach communications to promote their offerings. Consequently, MPR seeks to ensure accuracy and tracking of all promotional materials published by the college. Examples of MCC marketing publications are available in the Resource Room.

Contracts and Bidding Process

MCC practices full disclosure in its dealings with members of the institution and its publics. It has oversight processes in place for monitoring any contractual arrangements and a formal system to monitor contractual agreements. Its policies and practices are consistent with MCC's mission related to equity of treatment, nondiscrimination, and affirmative action. According to the most current board policies, purchases and procedures are adhered to in the following manner.

Table 12.1 Purchasing and Bid Processes

Amount	Procedure
$5,000 or less	Unrestricted, open market purchases, except for sole source items
$5,001–9,999	Purchases made by a competitive, informal bidding process
$10,000–24,999	Purchases made by a competitive formal sealed bid process
$25,000 or more	Bid invitation published in a legal newspaper circulated within MCC's four-county area

MCC takes extra effort to encourage quoting and bidding by potential vendors owned and operated by women or minorities. If quality and price are comparable, preference for purchase contracts is given to businesses within the four-county service area.

Publications for Students

MCC's student publications articulate the college's commitment to integrity with students. The **student handbook** provides information on student services, financial aid, college guidelines and policies, and important dates to remember. The handbook is designed to be "easy to read" and is divided by specific topics covering student needs.

MCC's **financial aid brochure** is provided to prospective and current students with an interest in such assistance. The Financial Aid department reviews the brochure annually and submits changes to MPR so that an updated version is available by early summer. All consumer information required by regulation is also covered in the financial aid section of the college catalog.

The **college catalog** provides students with a comprehensive list of course offerings and descriptions, degree and program requirements, student services, and other information. The catalog is updated yearly to guarantee that information is timely. All information is edited by a wide variety of constituencies to ensure accuracy. The college catalog is also available to students online.

Preceding each quarter, a printed **course schedule** is mailed to all households in the four-county service area. Students also have easy access to the schedule on campus. Prior to publication, the schedule is rigorously reviewed for accuracy.

On the first day of classes, all faculty provide students with a course **syllabus** that contains important institutional dates; instructor information; the course description, objectives, prerequisites, and required materials; instructor and student responsibilities; assessment and instructional methods; and assignment schedule. Most full-time faculty also maintain Web-based information addressing course and instructor expectations that can be accessed through MCC's Web site (http://commhum.mccneb.edu/faculty.htm).

MCC's Internet Web site (http://www.mccneb.edu/) contains information such as academic departments, online services, alternative learning solutions, class schedules, continuing education, and other services for students. The ITS staff and responsible departments design, maintain, and update the site to ensure that accurate and timely information is available to current and prospective students. All full-time faculty and some adjunct faculty have Web pages with varying levels of content.

The **Special Support Services brochure** contains information on how students may obtain services, how Special Support Services operates, and the timelines for receiving such services. The brochure provides prospective students with a listing of the college's and students' rights and responsibilities regarding the provision of accommodations. Samples of publications for students are available in the Resource Room.

Grading Policies and Practices

MCC maintains integrity in its grading policies and practices. Grading policies are documented in the college catalog, the student handbook, and the new faculty orientation materials. They include the grading system, instructions for grade appeal, graduation requirements, and standards of academic progress. For more information, refer to the 2001-02 MCC college catalog, pages 34-35, available in the Resource Room.

At the end of each quarter, grades are submitted to the Central Records office and mailed to the students' homes. Permanent student academic records are archived in hard copy and microfilm, readily available for transcript requests. By the end of spring 2002, more than 500 full- and part-time faculty submitted grades online. Beginning with the fall quarter 2002, all grades will be submitted online.

MCC's grading practices are documented in its policies and demonstrated in its evaluation of students' course work and any needed interventions. The development of each student is monitored every quarter to encourage satisfactory progress, primarily by grade point average.

When students are unable to maintain satisfactory progress, MCC intervenes to assist them in making changes to increase the likelihood of success. For example, students who are suspended or placed on probation based on grades are sent a letter informing them of their status and that they must make an appointment with an advisor or counselor before registering for the next term. Staff then provides the students with career guidance, based on their patterns of enrollment, grades, and selection of academic program. Some students who are placed on academic probation may have extenuating circumstances prohibiting academic success, and MCC may not be able to offer the interventions necessary.

Other postsecondary institutions as evidenced in the increase of articulation agreements the last few years, which is addressed later in this chapter, accept MCC's grading policies.

WIN-AHEAD Program

MCC's Special Support Services office participates in a partnership with other area postsecondary institutions known as WIN-AHEAD (Western Iowa Nebraska Associations on Higher Education and Disability). The group meets regularly to discuss common issues regarding students with disabilities and service delivery. For example, students are often unaware or misinformed about the laws, regulations, and personal responsibilities when accessing accommodations within a postsecondary setting. Representatives from these institutions, including MCC, present information to clarify such issues across the region to groups of high school students, parents, counselors, and administrators.

Postsecondary Articulation Agreements

MCC's partnerships with other learning institutions through its articulation agreements exemplify its commitment to learning and integrity in its practices. The institution's articulation agreements with postsecondary institutions help create seamless learning experiences. It is successful in providing extended quality educational opportunities by participating in these instructive partnerships with other organizations.

Postsecondary Articulation Agreement Categories

MCC has 90 articulation agreements with 19 four-year higher education institutions in Nebraska and the surrounding states. MCC has the following four types of agreements with these institutions. A list of participating institutions is available in the Resource Room.

- The **Associate to Bachelors (A-to-B) agreement** allows students to complete an associate degree at MCC prior to transferring to a four-year institution. Students who complete an A-to-B agreement earn the maximum number of transferable courses.
- The **General Studies/Education Transfer Guide agreement** outlines MCC courses that satisfy general education requirements of four-year institutions.
- **Program Guide agreements** list courses that satisfy admission requirements for health programs at higher education institutions.
- **Course-by-Course Guides** list MCC courses and their equivalency at specific higher education institutions.

Postsecondary Articulation Expansion

Before 1999, MCC had articulation agreements with the University of Nebraska-Omaha and a few with the University of Nebraska-Lincoln. However, many agreements were initiated, but a small number were regularly updated. Since then, the number of MCC's articulation agreements has increased significantly.

The infrastructure support has also expanded. An articulation coordinator position to manage the agreements was created in 2000. Information is shared consistently with deans, faculty, registrars, and admissions staff on both sides of each agreement. The agreements are thoroughly reviewed and updated each year to reflect the changing needs of each institution. Additional information is available in the Resource Room.

Postsecondary Articulation Communication

The Articulation office pursues numerous avenues to inform MCC students of transfer options. The articulation coordinator meets on a scheduled and as-needed basis with representatives from area higher learning institutions to articulate transfer requirements between schools.

MCC staff and faculty learn about student transfer opportunities in a variety of ways. MCC personnel involved in advising students and high school counselors are trained in articulation agreements and requirements. This training helps to ensure that students receive correct information to make sound decisions in their best interests.

Despite efforts to inform students, not all are aware of the opportunities afforded them through articulation agreements. MCC continues to enhance its communication addressing articulation options for students. Additional information is available on MCC's Web site at http://www.mccneb.edu/articulation/public.htm.

Secondary Articulation Agreements

The following secondary articulation agreements exemplify MCC's commitment to integrity in serving the needs of high school students.

Secondary Dual Credit Agreements

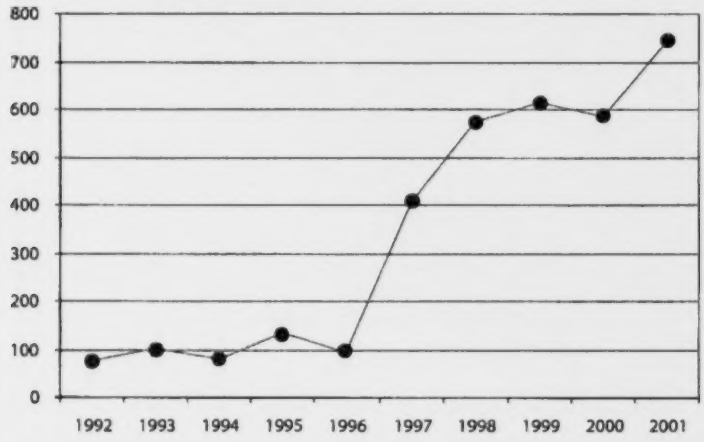
MCC conducts dual credit agreements with integrity by following formal procedures with written contracts and annual reviews. The purpose of MCC's dual credit program is to enhance the general employability skills of students and to provide dual credit in the advanced placement/standing of the postsecondary phase of the program.

Dual credit opportunities offer MCC courses to high school students at their local high school, at a MCC site, or at another off-campus site. All aspects of these courses, including instructors, course content, and student entrance skills, meet the same qualifications and requirements as all other MCC courses. After successfully completing dual credit courses, students receive transcript grades and earn MCC college credits. They then are able to apply these earned credits toward MCC graduation requirements or transfer them to other postsecondary institutions.

Several factors have influenced a significant increase in student participation. MCC's increased focus on building relationships with area high schools, a heightened community awareness of MCC offerings, and MCC's focus on quality instructors have all contributed to this participation increase.

The majority of the dual credit enrollment increase in 2001 can be attributed to the development of the Technical Academy. Nearly 50 juniors and seniors from more than 10 high schools participated in the Academy, which consisted of six vocational-technical programs. The Academy was established to provide high school students with a dual credit opportunity in technical programs not offered in their local high schools and to make better use of MCC lab space in the afternoons. Technical Academy students also receive employability skills training and participate in internships to gain additional exposure in these technical career fields.

Figure 12.2 Dual Credit Enrollment History



MCC has dual credit agreements with 15 school districts and/or high schools in the four-county area. Materials on MCC's dual credit program are available in the Resource Room and on MCC's Internet Web site (http://www.mccneb.edu/academics/highschool.asp).

Tech Prep

MCC's Tech Prep is a career preparation course of study that reflects current and future labor market demands by blending academic and vocational-technical competencies into its curricula. The program, a partnership between MCC, secondary schools, business and industry, community leaders, parents, and students, promotes seamless educational pathways.

In collaboration with 28 high schools in 19 of the 20 school districts within the four-county area, Tech Prep offers articulated deferred college credit courses taught by secondary personnel at the high schools. Courses are usually career-focused, entry-level, and technical in nature. Students receive college credit for earned credit when they enroll at MCC.

Of the public high school students within MCC's four-county region, 99.4% have access to Tech Prep services–31,041 students in grades 9-12. During 1999-2001, 312 educators and 1,047 students participated in individual Tech Prep activities, while another 54,000 students benefited through instructional materials and supplies made possible through Tech Prep. Very few students, however, have actually articulated course work to MCC through the Tech Prep agreements. Communicating the value of Tech Prep articulations to students remains a challenge. More information on MCC's Tech Prep can be found on its Web site (http://www.mccneb.edu/techprep/default.htm) and in the Resource Room.

Secondary Education Programs

Upward Bound Program

Upward Bound is a U.S. Department of Education TRIO program designed to serve 70 low income, first generation potential college students over a four-year period. The students are selected from two metropolitan high schools, Benson and South. Students participating in Upward Bound receive:

- Counseling and advising;
- Tutoring;
- Supplemental instruction;
- Cultural activities, workshops, tours, and trips;
- Part-time job assistance;
- Bimonthly Saturday activities;
- A six-week summer enrichment program;
- Financial assistance;
- Internships; and
- Career planning.

Opportunities/Jobs/Careers

Developed in 1990 as a partnership of schools, businesses, and community agencies, Opportunities/Jobs/Careers (OJC) is designed to enhance the relevance of school through career development opportunities for students. The OJC mission–"building partnerships between businesses and education to support career development of tomorrow's workforce"–reflects these goals.

OJC is dedicated to creating a community-wide effort that supports the career transitions of all K-12 and postsecondary students. OJC has built a strong partnership structure that promotes community-level problem solving as well as student-level activities.

OJC collaborates with hundreds of area employers, state and local employment services, local chambers of commerce, local labor unions and training programs, and other educational institutions.

OJC directs these partnerships to create a comprehensive community-wide approach to workforce development. This approach includes overarching systems change efforts as well as programmatic efforts. OJC has been instrumental in introducing sustainable programs

and concepts into the community such as the career academy model, mentoring programs, and other school-to-career projects.

Some of OJC's current initiatives include:

- **Omaha Career Network**, bringing area career development providers together through a Virtual Career Center and physical one-stop career centers. OJC also provides direct services to high school seniors and out-of-school youth through the Education for Employment and Talent Pool programs;
- **Urban and Rural Opportunities Grant (U/ROG)**, offering systemic and programmatic school-to-career support to the south Omaha community;
- **X files Initiatives**, bringing businesses together with schools to enhance student motivation and achievement, including career portfolios and OpportunityLink, a Web-based clearinghouse to connect students with businesses for real-world experiences;
- **Fremont School to Career Partnership**, providing career transition and development support to students and businesses in the Fremont community; and
- **ProPal Plus**, a long-term mentoring program for at-risk youth.

OJC is funded through state and federal grants and private foundations. It is responsible for providing regular programmatic and financial reports to funding agents such as the State of Nebraska, the Omaha Community Foundation, and the U.S. Department of Labor.

The OJC board of 25 businesses and education partners meets at least three times per year. Four OJC subcommittees (partnerships, marketing, membership, and special projects) meet on a regular basis. The board, a diverse group of representatives from the community, business, and schools, is committed to ensuring that OJC is staying on target and serving stakeholders. OJC publicizes its partnerships through school and community networks and through direct communications such as banners, Web sites, newsletters, flyers, and posters. Additional materials addressing OJC are located in the Resource Room.

MCC's well developed secondary articulation agreements and programs, such as Tech Prep and OJC, place the college in a good position to facilitate activity between secondary and postsecondary education and businesses. Because of the wide array of educational services and programs provided to current and prospective MCC students, sometimes these efforts are not always clearly understood by the larger college community. The college recognizes a need to improve coordination among the different MCC areas involved with K-12 outreach, to present a more unified front to the community, and to ensure that efforts and services are not duplicated. Documentation on OJC is available in the Resource Room.

Facilities Partnerships

MCC exhibits integrity in its participation in community projects as evidenced in the Sarpy Center/LaVista Public Library, the South Omaha Library project, the Fremont Center Partnership, and the Bellevue Lifelong Learning Center.

The **Sarpy Center/LaVista Public Library** project is the first collaboration of its kind in Nebraska between two public agencies in constructing a multiple-purpose building to serve the needs of the community.

MCC and the City of LaVista began collaborating on a joint building project in 1993 to provide additional space for MCC's growing enrollment in the area and LaVista's need for an expanded library. To avoid the cost of constructing separate buildings, MCC and LaVista pooled resources to build a $9.1 million educational center/public library. MCC paid $5.2 million of the project through tuition, fees, and state and local tax revenue. LaVista paid $3.9 million of the project through the city's keno revenues and without the use of tax dollars. The facility officially opened in January 2000. The Sarpy Center/LaVista Public Library represents a new vision of the way governments can maintain their services to area residents and still save taxpayer money.

The **South Omaha Library** project is a proposal to collaborate with the City of Omaha in constructing a common library for residents and MCC students on the south Omaha campus. The project is still in the developmental stage.

The **Fremont Center** project will help the college expand its ability to service the Fremont area. MCC has had an educational facility in Fremont since 1987, which serves Dodge County. The space is leased in a commercial strip mall on the east edge of the city. The college recognizes that it will be necessary to establish a permanent presence in Dodge County for the future and that a more permanent facility would provide this necessary presence and opportunities to expand MCC's curricula for area residents.

In partnership with the City of Fremont and Fremont Public Schools, MCC purchased 10 acres of property in 2001 for a future educational facility. MCC anticipates building a facility that will serve as a regional educational facility with the presence of Nebraska Workforce Development and other community services in addition to traditional academic offerings. The college is in a position to expand its services to Dodge County residents and to incorporate this expansion into its long-range master facility plan currently underway.

The **Bellevue Lifelong Learning** project is a potential partnership with the Bellevue Public School District. MCC has purchased an option on 3.9 acres within a larger development, which will offer multiple community services. The City of Bellevue is the third largest city in the state and continues to grow. MCC currently has a presence on the Offutt Air Force Base, and a new but modest facility would provide an opportunity to continue serving active military students and their families. In addition, a new facility would allow MCC to expand some of its traditional academic offerings. The property is strategically located by a main thoroughfare, which could offer tremendous regional appeal to prospective students.

Continuing Education Off-Campus Locations

MCC collaborates with high schools, hospitals, public agencies, businesses, community centers and entities such as the YMCA, the Henry Doorly Zoo, and various restaurants for facility use. These collaborative agreements are essential to the successful operation of continuing education classes. Refer to the Resource Room for a complete list of off-campus locations.

Integrity in Action

MCC has recently taken formal steps to ensure that decisions are reached through ethical practices.

Advisory Committee on Ethics and Conduct of the Board

In May 2001, the Board of Governors approved a resolution to create an Advisory Committee on Ethics and Conduct of the Board. The duties of the committee are to:

- Promote civility among board members;
- Assist in the mediation of differences among board members;
- Review allegations of possible unethical conduct by a board member or members; and
- Provide recommendation for appropriate remedial measures to be taken by the board in situations where the committee has determined unethical conduct by a board member or members.

Two board policies addressing the Ethics Committee were passed in May 2001. The policies address past complications in board relations. However, subsequent improvements in board relations have occurred since the resolution was approved and adopted. For example, the board has participated in several retreats, which have helped in strengthening their relationships.

Whistleblower Policy and College Ombudsperson

The whistleblower policy, passed in December 2000, encourages employees to disclose information addressing possible violations of law and fiscal waste or mismanagement and prohibits reprisals for disclosures. In conjunction with this policy, a college ombudsperson position was established to analyze problems of law, administration, and public safety. The college ombudsperson position, filled in March 2001, is an independent contractor appointed by the Board of Governors and serves as a check and balance in the college's grievance system. The purpose of the position and procedures is to ensure that the college operates in accordance with the law and without fraud, fiscal waste, or financial mismanagement. If this procedure is valued, then conscientious service of employees should be encouraged and disclosures of improprieties may be made without reprisal.

The ombudsperson reviews a filed written allegation of wrongdoing by an employee and completes a preliminary investigation within 30 working days of the filing. If evidence supports the allegation of wrongdoing, a formal investigation may be conducted. At the end of the investigation, the employee who filed the allegation receives a written notification of the findings. Additional information is available in the Resource Room.

MCC and Diversity

MCC provides numerous venues in which diversity is explored, celebrated, and addressed. Special attempts have been made to integrate and value diversity throughout the

institution since 1992. An emphasis on students and student programs, policies and procedures, employees, and facilities are just some of the venues utilized. The table on the following page lists areas where concerted efforts have been made to address various aspects of diversity.

MCC approaches diversity from a number of perspectives. Not only is race, ethnicity, age, and gender diversity addressed but also divergent thinking, disability challenges, and learning modalities are included in the college's programs and policies for all.

By providing an array of services such as the Single Parent/Homemaker program, the AIM for Success program, and the campus learning centers to support student success, MCC's diverse population is increasing. These support services have led to an increase in under-represented groups. For example, in the fall 2001, MCC's student minority population was 21.4% of the total student population, compared to 18% in 1997. During the same time, the total credit student population consistently held to around 25,500 per year. While the total student population appears to have been steady over the last four years, the minority student population has increased 18.9%. The following are two examples of MCC's approaches to diversity:

Diversity and Equity Officer

In a position created March 2002, the diversity and equity officer coordinates efforts to advance MCC's commitment to social equity and multiculturalism. The diversity and equity officer has a number of responsibilities to help ensure the college's commitment.

Diversity Steering Panel

The Diversity Steering Panel (DSP), established in 1992, was created to fulfill one of the college strategic goals at that time, "Increase the commitment to valuing diversity and developing a global perspective." DSP was part of the college's overall action plan to meet that goal. Its purpose was to provide the vision of the college's direction and energies in bringing about a more diverse and tolerant workforce and student population.

Since its inception, the DSP has evolved from a vision-directed panel to overseeing diversity-related projects such as input into professional development offerings of diversity-related workshops. DSP is also a resource that assists employees and students in bringing diversity-related issues to the CAC Steering Panel.

Creation of the booklet, *Understanding Diversity: A Study Guide for Individual Reflections, Commitment, and Action*; providing input to the college calendar and Martin Luther King, Jr.

holiday activities; and the formation of study guides for discussion about diversity and valuing diversity at MCC are a few of DSP's accomplishments since 1992. However, the DSP remains challenged to address the complex issues related to diversity in a coordinated and systematic manner.

Diversity and Employee Perceptions

Throughout the last four employee climate studies, employee perceptions of the college's actions toward cultural diversity have improved. The percentage of employees who "agreed" or "strongly agreed" with the statement, "Cultural diversity at Metro is valued," increased from 77% in the 1992-93 survey to 82% in the 2001-02 survey.

Table 12.3 Diversity Efforts at MCC

Community Partnerships	Policies and Procedures	Student Services	Student Programs	Employees	Facilities
Nebraska Indian Community College (NICC)	Equal Employment Opportunity (EEO)	Special Needs	English-as-a-Second Language (ESL)	Employee Assistance Program (EAP)	ADA
Program Advisory Committees	Affirmative Action	Student Retention	Adult Basic Education (ABE)	Wellness	Classrooms
Minority Contracts	Title VII	Mentoring Disadvantaged Students	General Education Diploma (GED)	Women and Minorities	Buildings/Grounds
Little Priest Tribal College (LPTC)	Board policies	Single Parent/ Homemaker	International Curriculum	Age	Site Management
Opportunities/Jobs/ Careers (OJC)	Procedures Memorandums	Tutorial/Learning Centers	Sudanese Community	Physically Challenged	Signage
Cultural Events		Assessment and Advising	Upward Bound	Professional Development	
Adopt-a-School		Recruitment	OCN	Diversity Steering Panel	
Workforce Development		Career Network Centers	Dual Credit	College Action Committees (CAC)	
Local Schools and Public Facilities		Telephone Registration	Tech Prep	Councils	
			Global Education		
			Developmental Education (Title III)		
			AIM for Success		
			Pathways		
			Noncredit/ Continuing Education		
			Alternative Learning Solutions (ALS)		

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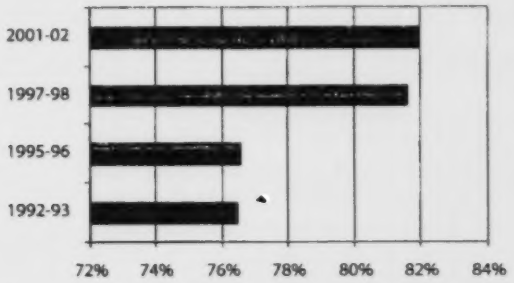
This increase indicates that more employees think the college demonstrates its valuing of cultural diversity.

Figure 12.4 Valued Cultural Diversity



Conclusion

MCC makes concerted efforts in its internal and external communications and actions to achieve integrity. The college's publications, its secondary and postsecondary articulation agreements, and its potential site partnerships within surrounding communities are demonstrations of these efforts.

As a community college, MCC strives to be community focused. It reaches out within the community to provide exemplary programs and services to prospective and current MCC students. However, along with striving to serve the community with integrity, the college is challenged as the organization is becoming more complex. As with any growing organization, the responsibilities of communicating in ethical ways and of creating an organizational structure with policies and procedures that provide direction, not dictation, remain an ongoing priority.

We Pride Ourselves

– Faculty are involved in all stages of development and implementation of alternative delivery of instruction.

– MCC offers a wide variety of alternative delivered courses, which are transcripted and funded in the same manner as other credit classes.

– Faculty receive support via Instructional Design Services, including development of online courses, production of videotapes, graphics and Web page development and technical support for each delivery option.

We Challenge Ourselves

– To focus on the development of online degree and certificate programs as well as courses.

– To develop a larger qualified pool of faculty availability to teach online courses.

Chapter 13

Request for Institutional Change, Distance Education

Introduction

MCC has had a long and successful history of offering credit courses at a distance. The college is now able to offer entire degree programs via alternative delivery distance education methods. This chapter presents evidence and support to request an institutional change to ***"Distance Education: Degrees are offered through interactive television, telecourses, and online courses."***

Rationale for Institutional Change to Award Degrees at a Distance

For nearly 20 years, MCC has offered telecourses and interactive television courses to students in its four-county service area. More recently, faculty have developed more than 50 courses for online delivery.

The array of courses and enrollments currently delivered by the college via distance education has warranted the development of complete support services and infrastructure to support these offerings. The logical next step for the college is to seek approval from the Higher Learning Commission (HLC) to award degrees delivered via distance education.

Offering entire degree programs via distance delivery will allow the college to further its mission by providing additional delivery options to its diverse student population. The MCC Board of Governors and the Nebraska Coordinating Commission for Postsecondary Education (CCPE) require approval of instructional programs, but do not approve delivery methods.

The remainder of this chapter provides patterns of evidence regarding MCC's ability to adhere to the HLC's guidelines for distance education as well as the request for institutional change.

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Alternative Learning Solutions

Alternative Learning Solutions (ALS) is available to MCC students through a variety of optional delivery systems. MCC offers students three types of alternatively delivered learning experiences.

- **Interactive TV Classes.** Interactive distance learning was introduced in the 1980s. The college was awarded a Title III grant, and one component of the grant allowed the construction of a two-way video and audio microwave/ITFS delivery system linking the college's campuses and centers. Over the years, the system grew. Today, MCC's interactive television is integrated with an Omaha cable provider to deliver classes live throughout the community. In addition, MCC's system interconnects to a statewide network offering classes at select locations throughout Nebraska, including other state community colleges.

  MCC's interactive television broadcast system links five MCC locations and at-home sites. Distance learning rooms at each campus and centers are fully automated and instructors control the class. In 1999, the interactive TV system was transitioned from microwave/ITFS to an ATM backbone network delivered system. Each classroom serves a dual role as an origination or receive site. The rooms are furnished with networked client computers running classroom management software controlled through a touch screen "routing switcher." The class is viewed at MCC campus locations on television monitors.

  Resources for learning activities include a networked multimedia faculty presentation computer, visual presenter, VCR, instructor and student cameras, microphones, student response panels for live quizzes and feedback to questions, fax, and telephone. Through subscribing to one of two local cable providers, a student may take a selection of courses at home. By using a home touch-tone telephone, a student communicates with the instructor and other students while viewing the instructor on television.

- **Telecourses.** Initiated in 1984, college telecourses are licensed programs from the Public Broadcasting Station and other consortia licensed telecourse offerings. These offerings followed the national textbook/videotape model and were the first of an evolving trio of options for students. Students may complete telecourses using a variety of instructional materials within a 14-week term by viewing pre-produced lessons on videotape, reading texts, and completing assignments.

- **Online Courses.** During the 2000-01 winter quarter, MCC offered five online courses with an enrollment of 87 students. During the 2001-02 winter quarter, MCC offered 52 online courses with 998 students enrolled. Students may take online courses through the Internet within a 14-week term. Instructors are electronically available to provide information, guidance, and feedback. Online course design is based on a textbook-to-online theme and a systematic instructional design model that mirrors successful on-campus learning. Courses consist of modules. Each module is composed of six standard components: objectives, readiness assessment quiz, learning activities overview, learning activities segment, summary, and homework assignment.

Multiple assessment tools and learning activities used in online courses include:

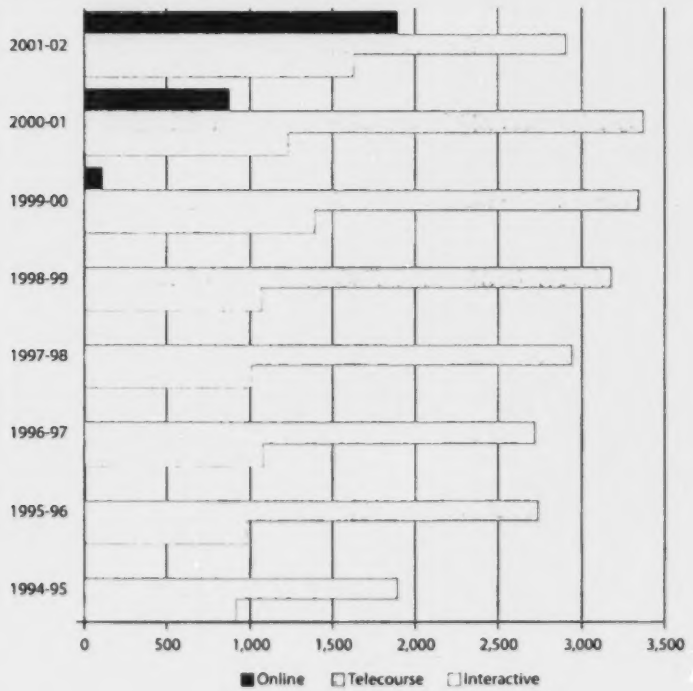
- Self-assessment quizzes and online tests that can only be taken during specified timeframes, generally a 3-6 day period;
- Teamwork and collaboration through course e-mail;
- Course discussions;
- Electronic journaling;
- Portfolio development; and
- Virtual group assignments.

The vice president of Student of Instructional Services (SIS) administers the ALS program.

Historical Data on Alternative Delivery Formats

During the last eight years, MCC has experienced a healthy growth in its alternative delivered course enrollments (duplicated headcount). In 1993-94, interactive TV and telecourses class enrollments were 2,812. In 2001-02, interactive, telecourse, and online enrollments were 6,430, a 125% increase from 1994-95. A major contributing factor to this increased enrollment is the development of online courses. From the first year of delivery, online course enrollment has increased 1,787 within the last three years.

Figure 13.1 Alternative Delivered Course Enrollments (Duplicated Headcount)



Alternative Delivered Course Development

Jumpstart Initiative

The Jumpstart initiative, implemented in the early 1990s, is a program that provides college resources and support, encouraging faculty to introduce technology-enhanced learning into the curriculum. Jumpstart is used to further pursuits in the development of alternative delivered courses. Jumpstart was the catalyst for the development of the first five online courses offered by MCC and now serves as the main vehicle to compensate faculty for the development and design of ALS courses.

Jumpstart projects include:

- Adapting and creating learning resources for teaching in the technology classrooms;
- Adapting and creating learning resources for teaching via the interactive TV system or preparation of material for instructors new to the system;
- Reviewing and preparing new telecourses (licensed programming) or revising existing telecourse materials; and
- Developing new online courses, and updating and enhancing existing ones.

In fiscal year 2000-2001, the college committed $93,000 to the Jumpstart initiative. Although Jumpstart has been successful, the challenge remains to be intentional about which courses and programs are developed for online. The process has been very faculty-driven, resulting in the development of individual courses versus a concerted effort in the development of entire programs. Despite this challenge, all but one course has been developed for an AAS in Business Management.

Online Courses

In 1999, MCC implemented a team approach for developing a process for introducing online courses. A team of faculty and staff identified courses for online delivery and developed a tentative three-year plan for course development. This timetable was the catalyst for MCC's online courses.

After an awareness campaign sponsored by IDS through faculty and staff development activities, faculty became responsive to the excitement and potential future of online alternatives for student learning.

Faculty, deans, and IDS staff have met for the last two years to plan and strategize technology-enhanced learning projects and online course development. An annual schedule for development is determined each spring. Faculty interested in the development of online

courses complete a Jumpstart application for review by a committee composed of faculty, selected deans, and IDS staff. If accepted, a recommendation is then forwarded to the program area and the appropriate dean, who approves the project and signs off when it is completed.

Telecourses

IDS provides and circulates promotional material on new telecourse offerings to academic areas. Sample videotape segments are downlinked, duplicated, and distributed for faculty review. Faculty, working with the appropriate dean, evaluate the learning package and recommend if the college should adopt the course. At times, faculty will produce additional learning resources.

Interactive Television

In 2001, distance education faculty and Educational Services staff attended a revamped "mega meeting format" to share information and develop the fall and winter course schedule. A similar meeting is scheduled for winter 2002 to develop the spring and summer 2003 distance education course schedule. Reorganizing the operations and maintenance, the IDS team has allowed one team member to be partnered with daytime faculty users of the distance education system and one member to be partnered with evening users to incubate an IDS/faculty partner program.

Faculty Commitment

Faculty participation in the initial development of online courses is one of MCC's strengths. From the inception of online courses, faculty members have been involved in the process. In 1999, a task force of faculty and IDS staff developed faculty responsibilities for online course development. These faculty responsibilities include:

- Previous teaching experience of the course in a traditional setting at MCC;
- Completion of the Online Course Design course;
- No additional office hours beyond the already mandatory six;
- Availability during the six required office hours to interact with online students;
- If the necessary computer hardware and software and an Internet Service Provider are available at home, a maximum of three hours per quarter/per course (for a 4.5 credit course) out of the faculty's required 35 hours per week may be designated toward facilitating an online course at home;
- Attendance at the Alternative Learning Solutions orientation for students;
- Response within 48 hours to questions posted by students;
- Established ECH applied to online courses using the telecourse model;

- Development of online courses is worked through closely with IDS to integrate course templates, produce media, and develop interactive learning components;
- In accordance with Board Policy 64701, the college owns materials developed using college time and resources; faculty members are expected to sign off on such an agreement for each course developed; and
- Estimated development time for a course previously taught is 40-60 hours; this estimate does not include the time required to become proficient with WebCT or Web Page Editor.

These responsibilities provide common guidelines for online faculty. They are reviewed annually by faculty and IDS staff.

Faculty Support and Training

MCC demonstrates a commitment to faculty support and training through a variety of means.

Instructional Design Services

With the Instructional Design Services (IDS) staff's expertise, the department promotes and encourages the integration of technology-enhanced learning. The staff assists faculty in the design, development, production, and implementation of materials for use in distance education, technology classrooms, and online learning through the Internet.

The IDS staff is also available to consult with faculty in analyzing instructional needs, brainstorm instructional design concepts, recommend options available for delivering technology-enhanced learning, and advocate appropriate presentation technologies for desired learning activities. The IDS team includes:

- Director of Technology Enhanced Learning;
- Broadcast engineer;
- Technology delivery specialists (2);
- Audiovisual producer specialist;
- Producer/director multimedia specialist;
- Visual design specialist;
- Online courseware specialist;
- Multimedia computer technician specialist;
- Instructional media design specialist; and
- Audiovisual technician.

Online Courses

- **Faculty-Assimilated Online Course.** In addition to one-on-one IDS support, faculty members developing online courses enroll in an instructor online course, Online Course Design, to guide them through the design of their own WebCT courses. This online course utilizes the same text-to-online model used for all MCC online student courses. Each module mirrors the structure of an MCC online course and includes objectives, readiness quiz, learning activities, summary, and assignments.

- **Mentoring Program.** A mentoring plan is in place to ensure that faculty members new to online teaching are successful in their first experience. A new online faculty member is partnered for one term with an experienced online/mixed mode faculty member prior to teaching an online course. The mentor guides the new online instructor through the instructional design model and course tools. At the completion of the term, a mentored faculty member is able to effectively facilitate and manage an online/mixed mode course, make minor updates or modifications to course content, and successfully interact with students using the course communication tools.

Interactive Television

IDS staff offer a full complement of services to faculty using the distance learning system. They maintain and support the multimedia computers and standard load and the audiovisual equipment. They provide design and production support to faculty for developing technology enhanced learning modules and are available to brainstorm with faculty in developing learning activities and strategies for distance learning. The team also orients and trains users to become effective consumers of the distance education television system.

Sponsored Events for Faculty

- **Quarterly Faculty Roundtables.** Since the introduction of online courses, two online roundtables are held each 14-week term. The roundtables serve as informal forums for idea sharing, peer support, discussion of online teaching issues, assessment strategies, recommendations, and preview and exposure to new software and technologies.

- **Advanced Media Seminar.** This seminar is designed as a two and one-half day intensive workshop in which participants complete projects using Web or presentation technologies.

- **Jumpstart Show and Tell.** IDS sponsors "bring and brag" workshops for faculty to demonstrate and showcase technology based projects developed through the Jumpstart initiative. This is a rich, informal event where faculty members share ideas, discuss the uses of technology, and seek input from their peers.

ALS Distant Education Policies

Faculty and students are aware of their responsibilities to comply with the current United States copyright laws through a link in the online course syllabus to MCC's library Web site. The procedures memorandum, *Acceptable Use of Information Technology and Resources,*

addresses privacy, safety and security. Students are advised of acceptable netiquette standards and a link is provided in the syllabus to additional resources.

Evaluation and Assessment

MCC strives to ensure that student learning takes place and that systems are available to all students so they may succeed in their learning endeavors through the Alternative Learning Solutions program.

All alternative delivered credit courses maintain the same standards and expectations as traditional on-campus courses. ALS is an umbrella for 45 plus telecourses, 20 interactive distance-learning courses, and 55 online courses (http://www.mccneb.edu/als).

Alternative delivered courses adhere to equivalent objectives and outcomes as on-campus courses. Regardless of the blend of delivery methods selected by students to complete programs of study, the integrity of program outcomes is maintained.

Grade distribution in alternative delivered courses appears to be equal to traditional courses, with one variation. The total percentage of students in alternative delivered courses earning each grade category is almost identical to the regular course distribution, except in the "F" category. Overall, students enrolled in alternative delivered courses tend to receive proportionally the same percentage of grades as do students enrolled in regular courses.

Figure 13.2 2001-02 Grade Distribution

	ALTERNATIVE LEARNING COURSES						REGULAR COURSES	
Grade	Telecourse	% of Total	Online Courses	% of Total	Distance Learning	% of Total	Regular Courses	% of Total
A	1,248	37.6%	1,265	51.2%	588	44.5%	69,234	46.6%
B	993	29.9%	491	19.9%	468	35.4%	41,342	27.9%
C	470	14.1%	310	12.5%	176	13.3%	20,698	13.9%
D	131	3.9%	78	3.2%	35	2.6%	5,299	3.6%
F	481	14.5%	327	13.2%	55	4.2%	11,871	8.0%
	3,323	100.0%	2,471	100.0%	1,322	100.0%	148,444	100.0%

To erase the concern that the delivery method may influence the integrity of student learning and assessment, course outcomes, and program outcomes, learning activities are not specifically designed for one mode of delivery. Faculty members who teach on-campus

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courses also design and deliver interactive television, telecourse, and online classes. Many of the same activities and assessments are used in all delivery formats.

Orientation and Student Preparation

Based on self-selection, students determine if they will be successful in an ALS course experience. Orientation and training for students is focused on the concept of "one-stop shopping."

Preceding the course start date each term, an orientation day is scheduled for all students enrolled in alternative delivered courses. Students receive study guides, a library resource handout, and course information/"Before You Begin" packet. Students are offered an opportunity to meet with their instructors and cyber classmates. Each orientation session is one hour in length, and faculty guide students through the course syllabus, student responsibilities, course design, and learning activities.

The Alternative Learning Solutions portal contains a demonstration link to an online course that students are encouraged to work through before registering for an online course. The "Before You Begin" course allows students to engage the course tools and practice the computer literacy skills needed to interact with MCC's alternative learning environment.

Prior to the first class date, alternative delivery students are mailed an online information/orientation letter outlining the structure of the course, minimum hardware required to participate in the course, and an invitation to interact with an online orientation course. In addition, the weekly modular organization of the courses is explained, and the importance of attending a campus orientation is emphasized.

Integrity of Accomplishments

Online

Many of the pedagogical practices used for learning in online courses are the same as those used as supplements to traditional face-to-face courses. All online courses follow a syllabus template created by faculty in the program's earlier development. The syllabus contains course prerequisites, course objectives, required materials, computer requirements, methods of instruction, assessment methods, course requirements, course communication, grievance procedures, and academic honesty policy.

Course modules contain required discussion learning activities, and online chat is encouraged as an option in courses. Students are expected to interact frequently via discussion or e-mail about course related questions. The course communication tools are always available to students for the informal exchange of ideas with the instructor and other students. Instructors respond within 48 hours to questions posted by students.

Various assessment tools are used for student assessment and faculty orientation of students. Each online course module contains several, if not all, of the following:

- Self-assessment quizzes and tests that allow instructors and learners to check for understanding;
- Teamwork and collaboration through course e-mail;
- Required conferencing discussions and optional online chats;
- Written communication demonstrations such as journaling, portfolio development, and written assignments; and
- A mix of collaborative online assignments, auto-marked online tests, and student homepages.

Telecourses

Telecourses provide the tools to present learning in a variety of ways. Students participate by viewing pre-produced lessons on videotape, reading texts, completing assignments, and communicating with instructors via phone, campus visits, U.S. mail or e-mail.

Telecourses adhere to a unique standard syllabus template. As well as the standard syllabus components, the syllabus includes a timeline correlating textbook chapters with videotapes, learning activities, and tests. Telecourse tests are administered at MCC's three campus libraries and the Fremont Center.

Distance Learning

Interactive/live TV courses provide the opportunity for a student to attend classes at their most convenient location. Distance learning courses have a standardized syllabus emulating the on-campus face-to-face model and the telecourse and online model.

Students view the instructor, course content, and other students on other campuses via TV monitors and have two-way conversations via a push-to-talk microphone. Active learning methods that incorporate fluid interactions between instructors and students, and students with students, are promoted. Instructors are encouraged to design activities that, by necessity, promote interaction, group discussion, and problem solving.

Marketing and Publications

As well as listing online courses in the college credit course schedule mailed to 270,000 households preceding each quarter, a full-page advertisement listing online courses, telecourses, and distance learning courses is placed three times a year in the *Omaha World Herald*, a regional and state newspaper.

Students can also search for alternative delivered courses through the college's Web site and locate online courses via the statewide consortium of colleges, *NEBSAT Online Distance Learning Catalog*, *Peterson's Guide to Distance Learning*, and select MCC online courses may also be accessed through Western Governors University.

Library and Learning Resources

Library Resources

MCC's library provides services to students enrolled in alternative delivered courses. The following services are offered to meet the informational and user needs for a wide variety of students and content areas, all done in conjunction with the application of fair use of copyrighted materials:

- Reliable, dependable access to various networks including the Internet;
- Computer-based services, including informational and bibliographic;
- Assistance with reference questions;
- Interlibrary loan;
- Access to reserve materials;
- Library services available during a wide range of hours and days;
- Focus on developing information literacy skills;
- Promotion of library skills through marketing as well as through the MCC library resources handbook, which is given to all students free of charge;
- Library staff available to assist; and
- Regulations and procedures in place and on the library Web site.

Monitoring of Learning Resources

In relation to learning resources, MCC does not separate students by method of course delivery. The college recognizes that it needs to do a better job of monitoring learning resources for alternative delivered learning and plans to work toward improvements.

Physical Resources for Students

Where applicable, labs, facilities, and equipment are available for students enrolled in alternative delivered courses in the same manner as for students in traditional classes.

Access to Student Services

Prior to the introduction of online courses, students enrolled in telecourse and interactive TV accessed the same range of student services offered to traditional students through full-service campus student service centers at each of the three campuses. Providing student services to online students has been a priority. The college is creating Web-based access to student services that will serve all students both on- and off-campus. The evolving service is moving from static text-based information to a flexible comprehensive service of information and electronic forms. Students can access the support services through the ALS portal Web site or from institutional links on their personalized My WebCT homepage.

Support Services

Academic Advising

Online advising is available via a link from the ALS Web site or a student's My WebCT homepage.

Bookstore

MCC contracts with Follett Higher Education Group to manage and operate the college bookstores. Follett offers an online service, which allows students to purchase books through the Internet.

Career Counseling

The Career Network centers are a no-cost service available to MCC students and the community. The Career Network centers provide a wide range of career interest inventories and assessments as well as maintain an extensive collection of career resources. Services include assistance with career exploration, education and training opportunities, and assistance with job search, including resume development and interviewing skills. Information is found at the Omaha Career Network Web site and the online virtual career center.

Financial Aid

The college's financial aid Web site allows most students to complete all of inquires and applications online through a comprehensive college Web resource site that provides extensive hyperlinks to federal and state financial aid sources.

Registration and Other

Web Advisor, a password protected interface, allows students to search for a class, register, drop and add classes, change addresses, and have read only access to individual progress reports, an unofficial transcript and grades. As of August 2002, tuition payment can be made online.

Technical Support

To ensure the consistency of all other technical support for online students, help questions are channeled through the online course specialist. Support is provided via e-mail and telephone. An extensive course help is available online within WebCT. MCC does not provide student at-home computer technical support or Internet connectivity support. Users are referred to their Internet service provider for these services.

Tutoring

Students can inquire about services from the tutor services Web site.

Facilities and Finances

Long-range Planning

In 2000, MCC selected five strategic initiatives to guide focused area planning for the institution. In the IDS area, the focus is to use technology to expand opportunities for students and employees to access learning resources and support services. IDS intends to enhance its internal support systems and prepare for expected growth. Plans relate to the offering of degrees and specialized degree options online, increase partnership activities, and provide for continued expansion of technology classrooms. In the future, the technology classroom may become the traditional classroom instead of something apart from the norm. Planning in IDS is accomplished in conjunction with faculty and staff from the Educational Services, Facilities, and Faculty Development areas.

Conclusion

Based on the information addressing MCC's distance education practices presented, the college is in a position to offer degree programs via these modalities or a combination thereof. Therefore, MCC requests an institutional change and seeks approval from the Higher Learning Commission to award degrees delivered via distance education.

Self-Study Committee Membership List

Steering Committee

Kay Friesen
Director, Personnel Development

Bernie Gill
Director, Institutional Research

Jim Grotrian
Executive Dean, Campus & Student Services

Sharon Hoffman
Coordinator, Planning & Institutional Advancement

Peg Johnson
Instructor, Accounting

John Mangini
Dean, Communications & Industrial Technology

Pat Nichols
Instructor, Chemistry

Randy Schmailzl
Executive Vice President

Fayetta Steele
Coordinator, Career Network Center

Randy VanWagoner
Vice President, Educational Services

Coordinating Committee

Pat Crisler
Director, Opportunities/Jobs/Careers

Bernie Gill
Director, Institutional Research

Susan Hardy
Coordinator, Financial Aid/Veterans Services

Pete Heineman
Director, Workforce Development Institute™

Dave Ho
Instructor, Management

Sharon Hoffman
Coordinator, Planning & Institutional Advancement

Laura McMullan
Project Facilitator, Opportunities|Jobs|Careers

Al Motley
Instructor, Social Science

Jeannie Plambeck
Project Coordinator, Information Technology Services/Telephony Manager

Criterion 1–Mission

Jeannie Plambeck, Committee Chair
Project Coordinator, Information Technology Services/Telephony Manager

Fayetta Steele, Steering Committee Liaison
Coordinator, Career Network Center

Lyn Bradman
Instructor, Social Science

Lyn Brodersen
Project Coordinator, Educational Services

Michael Cheng
Coordinator, Food Arts Management

Frank Edler
Instructor, Philosophy

Annette Gosler
Purchasing Specialist

Maggie Kalkowski
Project Facilitator, Opportunities/Jobs/Careers

Deborah Kohler
Executive Director, MCC Foundation

Russ Lane
Director, Sarpy County Center Services

Peg Liewer
Coordinator, Career Network Center

Joyce Markworth
Assistant to the President

Julie Marquiss
Coordinator, Career Network Center

Diana Ormandy
Human Resources Specialist

Susan Renninger
Adjunct Faculty

Karen Rodgers
Advisor, Health Programs

Mary Umberger
Instructor, Speech

Mary Wise
Vice President, Student & Instructional Services

Criterion 2–Human, Physical & Financial Resources

Susan Hardy, Committee Co-Chair
Coordinator, Financial Aid/Veterans Services

Al Motley, Committee Co-Chair
Instructor, Social Science

Kay Friesen, Steering Committee Liaison
Director, Personnel Development

Peg Johnson, Steering Committee Liaison
Instructor, Accounting

Gene Brewer
Coordinator, Public Safety & Environmental Health

Robert Campbell
Manager, Management Information Services

Bernadine Cutsor
Science Instructional Assistant

Paul Evans
Instructor, Biology

John Gerbec
Network Technician

Daryl Hansen
Project Coordinator, Educational Services

Linda Hoagland
Assistant to Executive College Business Officer

Stan Horrell
Project Coordinator, Facilities Management

Rose James
Instructor, Social Science

Kenneth Jones
Instructor, Academic Foundations

Larry Lindberg
Director, Campus and Student Services, Fort Omaha Campus

Pam McCloskey
Instructor, Microcomputer Technology

Terrye Mitenko
Director, Financial Management

Maureen Moeglin
Director, Human Resources

Marcia Molle
Instructor, Mathematics

Terry Murrell
Director, Campus and Student Services, Elkhorn Valley Campus

Julie Nohrenberg
Human Resources Assistant

Michele O'Connor
Project Coordinator, Educational Services

Candi Otterpohl
Educational Services Associate

Mary Rezac
Coordinator, Faculty Development

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Marianne Roarty
Instructor, Mathematics

Bernie Sedlacek
Director, Facilities Management

Edward Svajgl
Coordinator, Facilities Management Planning & Design

Jim VanArsdall
Instructor, Social Science

Idalene Williams
Instructor, Accounting

Criterion 3–Educational & Student Services

Pat Crisler, Committee Co-Chair
Director, Opportunities|Jobs|Careers

Pete Heineman, Committee Co-Chair
Director, Workforce Development Institute™

Jim Grotrian, Steering Committee Liaison
Executive Dean, Campus & Student Services

John Mangini, Steering Committee Liaison
Dean, Communications & Industrial Technology

Pat Nichols, Steering Committee Liaison
Instructor, Chemistry

Deb Bliss-Mickeliunas
Facilitator, Enrollment Management Outreach

Linda Burke
Assistant Director, Management Information Systems

Marilyn Cotten
Community Services Associate

Jenni Fauchier
Instructor, Social Science

Carl Fielder
Project Coordinator, Career Education

Jane Franklin
Dean, Business & Social Studies

Marita Hahn
Facilitator, Professional Development

Rich Hanneman
Director, Administrative Management

Denny Hoye
Counselor

Arlene Jordan
Director, Enrollment Management

Adrian Lewandowski
Counselor, Student Retention Services

Nancy Lewis
Adjunct Faculty

Larry Lindberg
Director, Campus & Student Services, Fort Omaha Campus

Jan Littler
Coordinator, Central Records

John McAdam
Director, Technology Enhanced Learning

Elizabeth Meyer
Instructor, Human Services/Chemical Dependency Counseling

Steve Nielsen
Academic Advisor

Tom Pensabene
Dean, Computer Technology & Visual Arts

Ed Pfeffer
Instructor, English-as-a-Second-Language

Sue Raftery
Director, Developmental Education

Chris Tarr
Counselor, Student Retention Services

Richard Vasey
Project Coordinator, Educational Services

Criterion 4–Organizational Stability & Planning

Dave Ho, Committee Chair
Instructor, Management

Bernie Gill, Steering Committee Liaison
Director, Institutional Research

Sharon Hoffman, Steering Committee Liaison
Coordinator, Planning & Institutional Advancement

Mick Gahan
Director, Management Information Services

Bob Gronstal
Instructor, Accounting

Kathy Krainak
Coordinator, Assessment

Gary Kucera
Financial Management Accountant

Jolene Medley
Dean, Math, Science & Health Careers

Bill Owen
Instructor, Industrial Maintenance Technology
Chair, Outcomes Assessment Committee

Mary Ellen Seth
Instructor, Accounting/Management

Gary Sparks
Instructor, Microcomputer Technology

Danni Warrick
Director, Financial Aid/Veteran Services

Criterion 5–Integrity

Laura McMullan, Chair
Project Facilitator, Opportunities|Jobs|Careers

Randy Schmailzl, Steering Committee Liaison
Executive Vice President

Randy VanWagoner, Steering Committee Liaison
Vice President, Educational Services

Noel Bennett
Instructor, Management

Mark Carta
Director, Academic Support Services

Joseph Distefano
Dean, Planning & Institutional Advancement

David Eledge
Instructor, Industrial Maintenance

Denise Ellis
Coordinator, Articulation

Cheryl Goodman
Enrollment & Records Associate

Richard Harrison
Workforce Development Institute™ Associate

Gordon Jensen
Coordinator, Budget/Projects

Hanne Kruse
Assistant to Executive Dean of Campus & Student Services

Steve Leichleiter
Public Safety Supervisor

Tina Morgan
Continuing Education Associate

Muriel Rada
Instructor, English

Niki Shaw
Enrollment & Marketing Associate

Gary Toth
Instructor, Social Science

Barb Velazquez
Coordinator, International/Intercultural Education

April Winans
Academic Advisor

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Resource Room Team

Kay Hershey, Chair
Coordinator, Library Services

Laura England
Library Services Assistant

Jody Tomanek
Administrative Assistant to the
Vice President of Educational Services

Karen Thompson
Administrative Assistant to the Dean of
Planning and Institutional Advancement

Ann Wills
Library Supervisor

Site Visit Host Team

Joyce Markworth, Chair
Assistant to the President

Barb Rebrovich
Coordinator, Grants Development &
Management

Lynn Smith
Enrollment Management Advisor

Jody Tomanek
Administrative Assistant to the
Vice President of Educational Services

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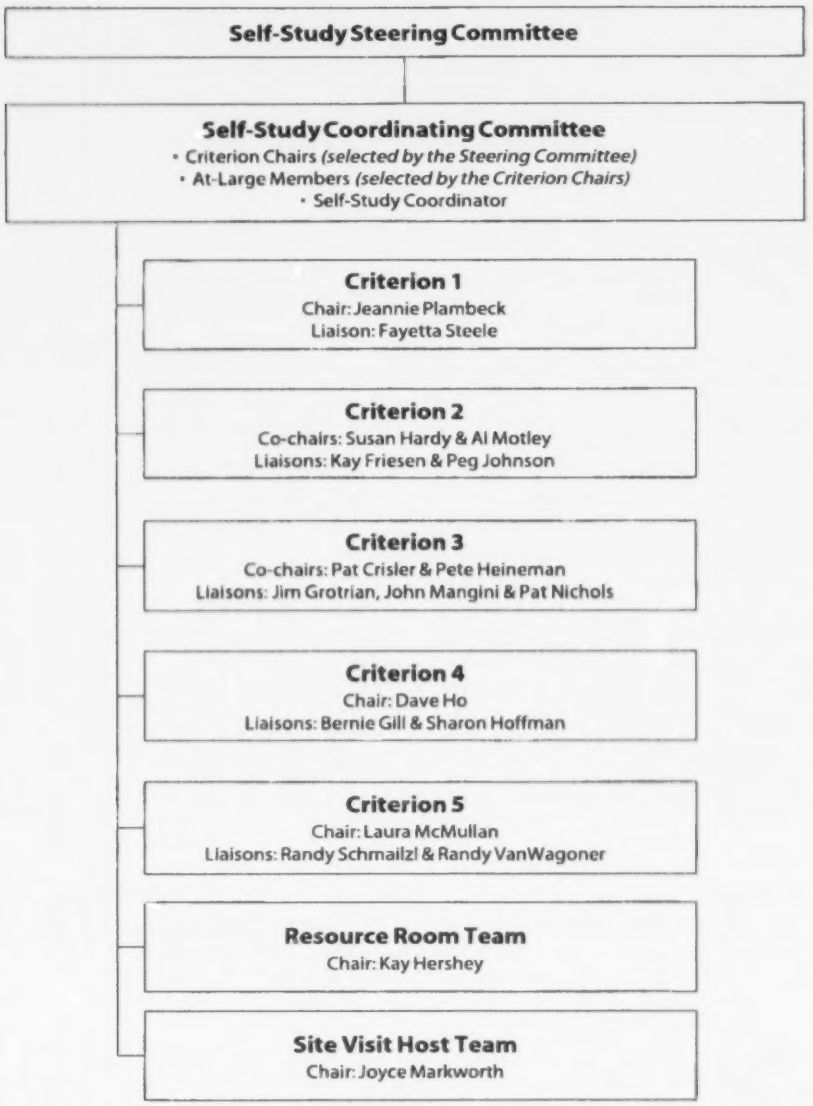
Self-Study Organizational Chart


Self-Study Steering Committee
Self-Study Coordinating Committee
• Criterion Chairs (selected by the Steering Committee)
• At-Large Members (selected by the Criterion Chairs)
• Self-Study Coordinator
Criterion 1
Chair: Jeannie Plambeck
Liaison: Fayetta Steele
Criterion 2
Co-chairs: Susan Hardy & Al Motley
Liaisons: Kay Friesen & Peg Johnson
Criterion 3
Co-chairs: Pat Crisler & Pete Heineman
Liaisons: Jim Grotrian, John Mangini & Pat Nichols
Criterion 4
Chair: Dave Ho
Liaisons: Bernie Gill & Sharon Hoffman
Criterion 5
Chair: Laura McMullan
Liaisons: Randy Schmailzl & Randy VanWagoner
Resource Room Team
Chair: Kay Hershey
Site Visit Host Team
Chair: Joyce Markworth

Board of Governors Profile

John Corrigan, District 3, was elected in November 2000 for a term that runs through 2004. Board and committee duties for 2002 include board secretary and member of the Budget and Finance Committee and the Building and Sites Committee. John, a native of Omaha, holds a bachelor's degree from the University of Nebraska-Lincoln and a law degree from Creighton University. He is an attorney at the law office of John P. Fahey, P.C.

Diane Donelson, District 4, was elected in November 2000 for a term that runs through 2004. Responsibilities for 2002 include assistant secretary of the board, member of the Curriculum and Instruction Committee, and vice chair of the Personnel Committee. Diane attended Omaha Public Schools and graduated from the University of Nebraska at Omaha with bachelor's and master's degrees. She is employed by the City of Omaha in personnel and labor relations.

Ron Hug, a board member since 1999, is serving his second year as board chair. Representing District 1, his term runs through 2002. He is an Omaha native who received his GED from MCC in 1974. Ron attended MCC, Bellevue University, and Iowa Western Community College. He is employed by Avaya.

Mike Kennedy is a member-at-large representing all districts in the college's service area. His four year term runs through 2002. He has been on the board since 1999. Responsibilities include the Personnel Committee and the Curriculum and Instruction Committee. Mike is a native of Omaha and holds a political science degree from the University of Nebraska at Omaha and a law degree from Creighton University.

Gary Kiel, District 4, was appointed by the board to fill a seat vacated through resignation. His term runs from 1999-2002. He is a member of the Budget and Finance Committee and chair of the Personnel Committee. He has lived in Omaha since 1966. Gary is manager of the Internet Web site at iStructure Inc. He attended Iowa Western Community College and received a bachelor's degree from Buena Vista College.

Patrick Leahy, District 1, was elected for a term in 2000 that runs through 2004. He serves as board treasurer. Patrick is vice chair of the Budget and Finance Committee and chair of the Building and Sites Committee. He is an architect and project manager for HDR Architecture with bachelor's and master's degrees from the University of Nebraska-Lincoln.

Christopher Rodgers, District 2, was appointed to fill a vacated position in 1999 and was elected in 2000 for his current term that runs through 2004. He serves on the Curriculum and Instruction Committee as chair and on the Personnel Committee. He is a graduate of Creighton University with bachelor's and master's degrees. He works for the City of Omaha as an assistant to Mayor Mike Fahey.

Tim Smith is serving his second term representing District 2. His current term runs through 2002. He is a member of the Curriculum and Instruction Committee and the Personnel Committee. He is a corrections officer for the Douglas County jail. A native Omahan, he holds a degree from University of Nebraska at Omaha.

Maria Vazquez, a former student and employee of MCC, was appointed to fill a vacancy in District 5. Her term ends in December 2002. She is a member of the Building and Sites Committee and vice chair of the Curriculum and Instruction Committee. She grew up in Omaha and received her bachelor's and master's degrees from the University of Nebraska at Omaha. Ms. Vazquez is employed by the City of Omaha as the director of Greater Omaha Workforce Development.

Don Wagner represents District 3 in a term that expires at the end of 2002. He has served on the board since 1999. He currently serves as vice chair of the board, chair of the Budget and Finance Committee, and vice chair of the Building and Sites Committee. He is a registered adviser and stockbroker and is a native Omahan who holds a bachelor's degree from Creighton University. Don has enjoyed being a student in MCC's culinary arts program.

Frank Wellenstein was appointed to fill a term vacated February 2001 which expires at the end of 2004. He is a member of the Budget and Finance Committee and the Building and Sites Committee. He represents District 5. Frank holds a degree from Briar Cliff College. He is employed at Allstate Financial Services as a unit manager.

Board of Governors Standing Committees

Four standing committees serve MCC's Board of Governors. Each committee is comprised of five board members, including a committee chair. The board president appoints committee chairs and members and serves as an ex officio member of each committee. Committee appointments are for one year. Each chair sets the committee's agendas. Committee members receive agendas in advance.

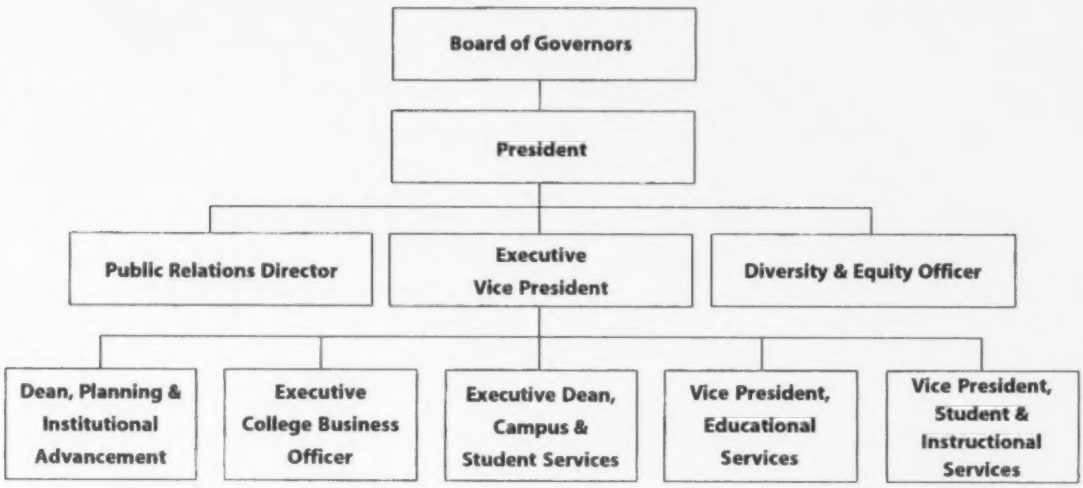
Budget and Finance Committee
The Budget and Finance Committee reviews and makes recommendations on the college's budgets before submittal to the board for action. The committee educates and involves board members in the college's budget process. Typically, the board subsequently approves items approved in the Budget and Finance Committee. The committee and the board receive a monthly list of the college's dispersed checks for the previous month.

Building and Sites Committee
The Building and Sites Committee considers matters regarding the rental, procurement, development, and improvement of sites and the design and construction of facilities. Committee responsibilities include the review of all potential campus sites, review of architects, review of all final plans and specifications for new site acquisitions, and review of all master building plans.

Curriculum and Instruction Committee
The Curriculum and Instruction Committee ensures the college is offering the necessary courses to meet the needs of the four-county service area. Responsibilities include the review of program reviews , new program proposals and other reports from the president's office. The committee also receives periodic input directly from the community.

Personnel Committee
The Personnel Committee acts as an advisory committee on personnel issues, holding discussions, and forming policy recommendations. The committee also reviews reports on new hires, resignations and retirements, and makes recommendations to the board. Although some of the issues discussed by the Personnel Committee require board action, many other topics are brought to the table to elevate the discussion and inform the public of new developments taking place in the college.

Executive Team Organizational Chart



Acronym Glossary

A-to-B	Associate-to-Bachelor degree agreements
AA	Associate in Arts degree
AAS	Associate in Applied Science degree
ABE	Adult Basic Education
ACBSP	Association of Collegiate Business Schools and Programs
ACFEIAC	American Culinary Federation Educational Institute Accrediting Commission
AFS	Academic Foundations courses
AS	Associate in Science degree
ASN	Associate in Science in Nursing degree
BOG	Board of Governors
CAC	College Action Committees
CAD	Computer-aided Drafting
CCPE	Coordinating Commission for Postsecondary Education
CHRIE	Council on Hotel, Restaurant and Institutional Education
CSHSE	Council for Standards in Human Service Education
CSI	Curriculum Systems Initiative
DED	Distance learning
DSP	Diversity Steering Panel
ES	Educational Services
ESL	English-as-a-second language
ET	Executive Team
EVC	Elkhorn Valley Campus
FA	Fall quarter
FOC	Fort Omaha Campus
FPAG	Facilities Planning Advisory Group
FRC	Fremont Center
FTE	Full-time equivalent student enrollment
GED	General Equivalency Diploma
GIR	General Institutional Requirements
GUI	Graphical User Interface
HR	Human Resources
I/IE	International/Intercultural Education
IDS	Instructional Design Services
IE	Institutional Effectiveness
INS	Immigration and Naturalization Services
ITC	Industrial Training Center
ITS	Information Technology Services
MCC	Metropolitan Community College
MIS	Management Information Services
MPR	Marketing and Public Relations department
NATEF	National Automotive Technicians Education Foundation
OAC	Outcomes Assessment Committee
OFT	Offutt Air Force Base Educational Center
OJC	Opportunities/Jobs/Careers department
Omaha World-Herald	Local newspaper serving MCC's four-county area
PETS	Practicing Excellent Teaching Skills
PIA	Planning and Institutional Advancement department (current)
PIE	Planning and Institutional Effectiveness department (past)
PM	Procedures Memorandums
PS	Public Safety
RLS	Reading and Learning Skills
SIS	Student and Instructional Services department
SOC	South Omaha Campus
SP	Spring quarter
SRP	Sarpy Center
SRS	Student Retention Services
SS	Summer quarter
U/ROG	Urban and Rural Opportunities Grant
UNO	University of Nebraska at Omaha
WDI	Workforce Development Institute™
WI	Winter quarter
WIN-AHEAD	Western Iowa Nebraska Associations on Higher Education and Disability

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Organization/Address: PO Box 3777 Omaha NE 68103-0777	Telephone: 402 457-2215 FAX:
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